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ABSTRACT

Thirty-four faculty development programs at colleges and universities in Minnesota, North Dakota, and South Dakota are described. Descriptions of the programs, which are funded by the Bush Foundation, provide a brief overview of the college involved, outline the program goals and strategies and identify a contact person. Areas addressed by the programs include: faculty professional growth, matching teaching methods to the cognitive and personal maturation of students, improving teaching quality by promoting faculty connections with research and scholars, designing a core curriculum, strengthening faculty teaching skills, preparing faculty to participate in Writing Across the Curriculum programming, teaching faculty to integrate computers in the instructional process, improving faculty communication across disciplines, improving faculty's understanding of students, focusing on faculty as models of liberal arts practice, curriculum development that responds to the changing needs of student learning, maintaining balance between liberal arts and professional programs, integrating Native American culture into the curriculum, and faculty sabbaticals for undergraduate education. (SW)

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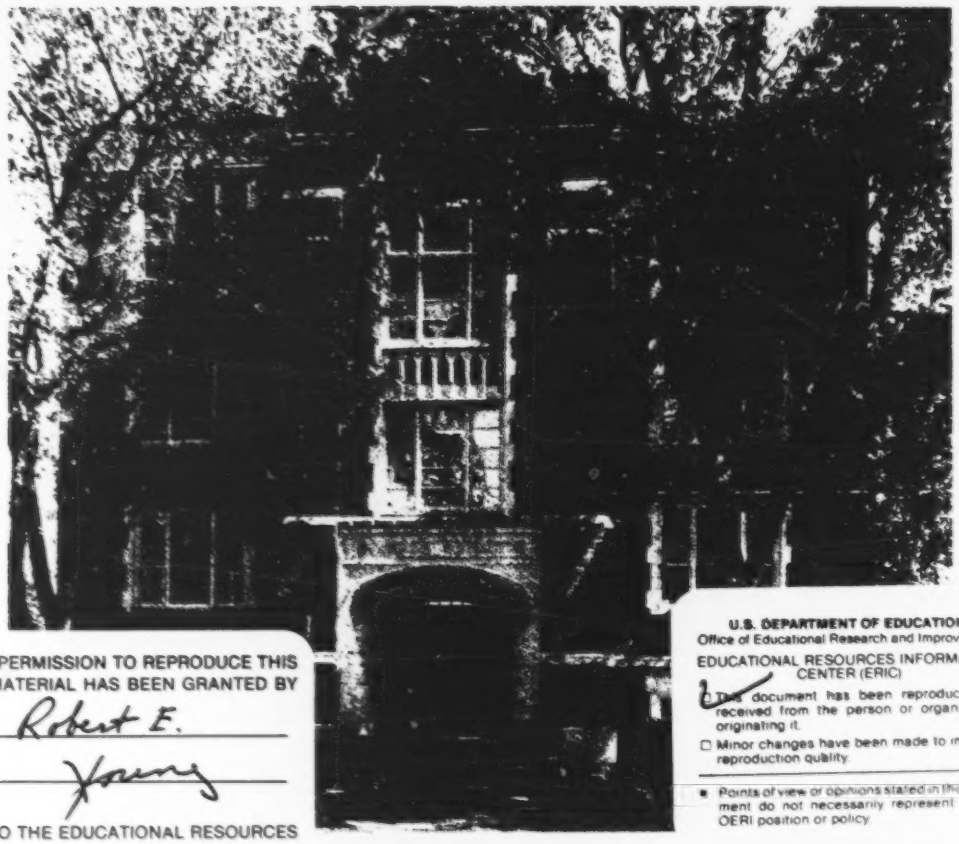
in Minnesota North Dakota and South Dakota



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President's Introduction

A Regional Program of Faculty Development

Since 1980 the Bush Foundation has spent $13,000,000 to support programs of faculty development at colleges and universities in Minnesota, North Dakota, and South Dakota. Thirty-four programs, involving 62 public and private campuses, have emerged during these six years. This booklet describes these programs.

It was the Foundation's intent to influence the conditions for undergraduate education in this region. In the late 1970's, when the Board of Directors approved this program, campuses appeared likely to face declining enrollments, limited opportunities for faculty growth and development, and, presumably, an erosion of the quality of undergraduate education. In some cases this occurred. But, even where enrollments and faculty opportunities have been unexpectedly good, the programs of faculty development have had significant results.

In 1985 Kenneth A. Eble and Wilbert J. McKeachie completed a study of twenty-nine Bush-funded faculty development programs, *Improving Undergraduate Education Through Faculty Development*, published by Jossey-Bass Publishers. This booklet, along with its first edition in 1982, further adds to the record of Bush Foundation involvement in faculty development. I hope this record will be useful to others working in this important area.

Humphrey Doermann, President
The Bush Foundation
E-900 First National Bank Building
Saint Paul, MN 55101
612-227-0891

Editor's Introduction

In January 1982 we published a first volume that described twenty-two faculty development programs funded at colleges and universities in Minnesota, North Dakota, and South Dakota by the Bush Foundation. In the five years since that publication, the Foundation has funded 12 additional programs, and a number of the programs in the original group have changed direction. With this in mind, it seemed timely to publish a new edition that describes all of these programs.

The first volume was enormously useful to the Bush campuses themselves, and to colleges and universities who wished to establish faculty development programs. We hope this current edition will stimulate even more activity in faculty development in this region and around the country. Much has been said about the decline of faculty development programs, but our evidence is that colleges and universities across the country, big and small, are making new and more significant commitments to the professional growth of their faculties and the quality of their undergraduate programs.

As we observed in the first volume, the faculty development programs described in this booklet have employed a tremendous variety of strategies. That makes this collection of descriptions a ready reference to the business of faculty development. We encourage you to find out more about these programs and these approaches to faculty development by writing or phoning the program directors. Also, the booklet serves again as a tribute to the campuses for their imaginative work and to the Foundation for its unique support of faculty development and the improvement of undergraduate education.

Karen L. Jorde
Robert E. Young, Editors
University of North Dakota
Grand Forks, ND 58202
701-777-3325

The Bush Foundation-Funded Faculty Development Programs

Augsburg College
Norma Noonan
Director of Faculty Development
731 21st Avenue South
Minneapolis, MN 55454
(612) 330-1092

Augustana College
Lee Bowker
Vice President & Provost Project Director
Sioux Falls, SD 57197
(605) 336-4113

Bethel College
Kathy Nevins
Faculty Development Coordinator
3900 Bethel Drive
Saint Paul, MN 55112
(612) 638-4303

Carleton College
Roy O. Elveton, Dean
Northfield, MN 55057
(507) 663-4303

College of Saint Benedict
Robert Fulton, Coordinator
Core Curriculum Project
Saint Joseph, MN 56374
(612) 363-5607

College of St. Catherine
Sister Alberta Huber
Coordinator of Faculty Development
2004 Randolph Avenue
Saint Paul, MN 55105
(612) 690-6742

College of St. Scholastica
Chandra Mehrotra
Faculty Development Coordinator
1200 Kenwood Avenue
Duluth, MN 55811
(218) 723-6036

College of Saint Teresa
Susan Smith Batell
Dean of Academic Affairs
Winona, MN 55987
(507) 454-2930, ext. 247

College of St. Thomas
Robert C. Foy
Director of Faculty Development
2115 Summit Avenue
Saint Paul, MN 55105
(612) 647-5864

Concordia College
David M. Gring, Vice President for
Academic Affairs and Dean of the College
Moorhead, MN 56560
(218) 299-3001

Concordia College Saint Paul
Loma R. Meyer, Vice President for
Academic Services and Dean of the Faculty
Hamline and Marshall
Saint Paul, MN 55104
(612) 641-8826

Dakota Wesleyan University
Lesta Turchen
Vice President for Academic Affairs
Mitchell, SD 57301
(605) 996-6511, ext. 645

Dakota Writing Project
Stewart Bellman
Black Hills State College
1200 University Street
Spearfish, SD 57783
(605) 642-6860

Gustavus Adolphus College
Thomas A. Gover
Department of Chemistry
Saint Peter, MN 56082
(507) 931-7319

Hamline University
Jerry Gaff, Dean
College of Arts & Sciences
Snelling & Hewitt Avenues
Saint Paul, MN 55104
(612) 641-2206

Macalester College
James B. Stewart & Gerald Webers
Coordinators
Faculty Development Program
Interim Office
1600 Grand Avenue
Saint Paul, MN 55105
(612) 696-6296

Minnesota Community College System
Mary Thorton Phillips
Vice Chancellor for Employee Relations
and Project Director
203 Capitol Square Building
550 Cedar Street
Saint Paul, MN 55101
(612) 296-3795

Minnesota State University System
Mary Dressel
Executive Assistant to the Vice Chancellor
for Academic Affairs
University Board Office
Park Office Building, Suite 230
555 Park Street
Saint Paul, MN 55103
(612) 296-6870

Mount Marty College
James R. Bowers
FAC Coordinator
1100 West Eighth
Yankton, SD 57078
(605) 668-1516

North Dakota State University
Johannes Vazulik
College of Humanities & Social Sciences
Minard 320
Fargo, ND 58105
(701) 237-8848

Oglala Lakota College
Robert Gay
Dean of Academic Affairs
Box 490
Kyle, SD 57752
(605) 455-2321

Saint John's University
Annette Atkins
Director of Faculty Development
History Department
Collegeville, MN 56321
(612) 363-2138

Saint Mary's College
Brother John S. Wozniak, F.S.C.
Director, Bush/SMC Faculty
Development Implementation Grant
P.O. Box 50
Winona, MN 55987
(507) 452-4430

Saint Olaf College
Barbara Helling, Coordinator
Teaching/Learning Center
Northfield, MN 55057
(507) 663-3148

Sinte Gleska College
Regina Leonard Andrews
Project Director
P.O. Box 8
Mission, SD 57555
(605) 856-2314

Sioux Falls College
Bill Soeffing
Project Director/Faculty Computer
Education Coordinator
1501 South Prairie Avenue
Sioux Falls, SD 57101
(605) 331-6778

Standing Rock College
Levi Krein, Chairman
Faculty Development Committee
Box 450
Fort Yates, ND 58538
(701) 854-3861

State University of North Dakota System
Ellen Earle Chaffee, Associate
Commissioner for Academic Affairs
State Board of Higher Education
State Capitol Building
Bismarck, ND 58505
(701) 224-2960

Turtle Mountain Community College
Louise Dauphinais
Faculty Development Program Director
Box 340
Belcourt, ND 58316
(701) 477-5605

University of Mary
Thomas P. Johnson
Vice President for Academic Affairs
7500 University Drive
Bismarck, ND 58501
(701) 255-7500

University of Minnesota
Lesley Cafarelli, Director of
Educational Development Programs
422 Walter Library
Minneapolis, MN 55455
(612) 625-0088

University of Minnesota - Duluth
Robert E. Franz, Jr.
Acting Associate Vice Chancellor
for Academic Administration
420 Darland Administration Building
Duluth, MN 55812
(218) 726-7103

University of North Dakota
Robert E. Young, Director
Office of Instructional Development
Box 8161, University Station
Grand Forks, ND 58202
(701) 777-3325

University of South Dakota
Galen Hadley
Vice President for Adademic Affairs
101 Robert L. Slagle Hall
Vermillion, SD 57069
(605) 677-5643

Augsburg College

Instructional Improvement and Professional Growth

Augsburg College in Minneapolis is a coeducational college enrolling about 1800 students and employing about 111 full-time faculty. The awarding of a Bush Foundation grant in 1981 inaugurated a new phase in Augsburg's efforts in faculty development. The program developed at Augsburg and funded by the Bush Foundation grew out of a broad consensus, shared by faculty and administrators, that a varied and flexible program was needed to address the numerous concerns expressed about improved teaching and scholarship at Augsburg. The strategy of the program is to encourage, rather than to coerce, participation to meet the needs of most faculty with a program providing about a dozen kinds of opportunities for faculty growth.

GOALS

To improve the quality of instruction and to encourage professional growth among faculty members.

STRATEGIES

INSTRUCTIONAL IMPROVEMENT

1. Annual Teaching Workshops on Teaching: To be held each year for all faculty. A theme is selected each year and carried out in various seminars. 1986-87 theme "Excellence."

2. Course Development: Annual competitions for individual awards. Recipients receive either a 1/7 released time or a summer stipend to develop a course in a new area or field or to modify an existing course substantially.

3. Computers in teaching: Short courses and seminars for faculty to acquire computer skills for teaching and research. Funds pay for workshop and seminar expenses.

4. Curricular Revision: Exploration of New Approaches to General Education Funds to assist the College in developing possible new approaches to general education.

5. Course-Related Travel: Awards of up to $300 are made for travel expenses in attending conferences related to instructional improvement. The conference must relate to a course or courses one teaches or will teach. The Faculty Development Committee administers the program, and faculty may receive no more than one award per person in a four-year period.

6. Writing and Learning: Two intensive summer workshops (one in 1985 and one in 1986) were held to assist faculty in using writing assignments in their courses. Each workshop was open to 15 faculty (3/7 time or more).

7. Faculty Internships: A partnering program (awarded for a full semester or for a summer) with employers in the marketplace — corporations, public institutions, churches, etc. These internships help faculty update their teaching, assist in advising students about future employment possibilities and give faculty an opportunity to explore alternative careers.

8. Faculty Weekend Seminars: Annual seminar retreat on a special theme. 1984-85: Houston Smith's *Forgotten Truth: The Primordial Tradition*, 1985-86: Linda Wertmuller's film, *Seven Beauties*, 1986-87: Umberto Eco's *The Name of the Rose*

9. Purchase of Teaching/Resource Materials: Includes books, pamphlets, and other relevant materials to expand Faculty Development resources. These will be part of the permanent Center for Faculty Development.

10. Departmental/Divisional Retreats: Faculty retreats to consider common interest curriculum questions normally organized on department, division, or program lines.

PROFESSIONAL GROWTH

1. Summer Research Program: A competitive program of individual awards of up to $1600 for each summer study and research. Recipients will submit their research project to the Committee on Faculty Development and will give a lecture in the Faculty Lecture Series.

2. Faculty Lecture Series: Recipients of summer grants and selected other Augsburg faculty share their scholarly research with colleagues. Lectures are published annually. Presenters receive $200 each (except for those who have received a summer grant).

3. Life and Career Planning for Faculty: Workshops on faculty career development to enable faculty to reflect on their work and career paths. For example, in 1985-86 several workshops on stress-related issues were offered.

4. Needs Reassessment/Special Needs: A survey was conducted in 1985 to determine unmet needs. At the discretion of the Committee on Faculty Development, small awards are granted for faculty development projects which fall outside the rubrics listed above.

PEOPLE

Norma Noonan, Director of Faculty Development, (612-330-1092).

Ryan LaHurd, Vice President for Academic Affairs and Dean of the College.

Center for Faculty Development (612-330-1229)

Augustana College

Students and Faculty Growing Together

Augustana College, with an enrollment of 1,805 students and 109 full-time faculty, is a coeducational, liberal arts, private college, affiliated with the American Lutheran Church. Its educational emphasis is in the natural and social sciences, the allied health sciences, and humanities.

Under a 1980 Bush Foundation planning grant, a three-year program of faculty development evolved, consisting of: 1) faculty research grants designed to improve both the curriculum and student learning; 2) a series of projects designed to increase teaching effectiveness; and 3) financial supplements to an existing faculty leave program to enable more faculty members to take full-year sabbaticals outside of South Dakota.

In 1984 Augustana received a three year (1984-1986) continuation grant. The intent of the continuation grant was to carry forward the basic purpose of the initial grant, namely to improve student learning through faculty development and improvement of teaching.

GOALS

1. Helping faculty develop in their disciplines and improving the intellectual atmosphere.
2. To provide faculty-student contact which encourages the development of students as scholars and increases the faculty members' ability to meet individual educational needs.
3. Improvement of classroom teaching and instructional skills.
4. To provide support and personal development for faculty.
5. Enhancement of a sense of community among faculty, students, and staff.

Balance and communication among faculty and students are the themes of faculty development at Augustana — the need for balance between individual growth and community growth, the need for balance between departmental growth in excellence and interdisciplinary understanding, and the need for reflection on a lively interest in the future.

STRATEGIES

1. **Supplemental Leave Support:** This activity supplements the existing faculty leave program at Augustana. Faculty members have noted that the least effective leaves are those in which one semester is spent in Sioux Falls with occasional trips outside the area; more successful are full year experiences in another intellectual environment where faculty can sharpen their teaching skills and renew their interest in an academic discipline and in teaching.

2. **Student Monitor Program:** A faculty member and one or two students work together on a research project. The purpose of the program is to enhance individual faculty development in working with students. Research includes not only traditional scholarly work but curricular and instructional projects as well.

3. **Inter-disciplinary Challenge Grants:** Faculty members are provided summer stipends to develop courses on topics which can be approached from several disciplines, each lending information and interpretations to broader and richer understanding of the topic than if viewed from only one discipline. For example faculty members from religion, sociology, physics, and biology worked together to develop a course on "Sharing Global Resources." This component of the program is especially significant since Augustana recently adopted a new general education curriculum which includes a junior or senior interdisciplinary "capstone" course.

4. **Computer Applications:** Faculty members are provided summer stipends to develop appropriate uses of computers and related technologies for classroom use. The activities of these faculty members are integrated into the Computer Applications in the on-going stimulation and development of computer capabilities. Faculty members involved in the program are expected to serve as consultants and to conduct workshops in their areas of expertise.

5. **General Education:** Summer stipends are provided to faculty members who work in task force groups or participate in workshops. The projects developed relate to freshman orientation and advising, "capstone" courses, and an "honors" alternative track in the general education program. All projects involve components of Augustana's revised and recently adopted general education curriculum.

6. **Entrepreneurial Discretionary Programs:** The Faculty Growth Committee continues to identify and evaluate emerging faculty growth needs. It initiates and supports various projects which meet those needs. For example, it has supported faculty workshops on grant proposal writing and on-line data base literature searches.

7. **Bush Scholar's Luncheon Colloquim Program:** Approximately seven luncheons per semester provide an opportunity for participants in all aspects of our faculty development program to share their experience with each other and the rest of the campus community. The luncheons not only spread the benefits of development activities across a wider segment of the campus, but they also hopefully encourage others to become involved in the development: 1) general discussions of faculty growth and teaching and 2) reports of individual faculty members' scholarly research.

8. **Department Growth Awards:** This program has two components: 1) it provides funds for an outside consultant who assists in an assessment and planning exercise for each academic departmental unit; and 2) it provides funds for various priority projects which a department deems necessary for its development, for example, a specialized workshop or a visit to a center where particular model programs exist.

9. **Continuation of a Faculty Growth Committee:** Three members of the faculty, one each from the humanities, social science, and natural science divisions, are appointed by the grant director. Specific programs are, however, supervised by other committees more directly involved with an activity, for example, the Student-Mentor Grants. The Growth Committee's work then focuses on four areas: 1) promoting and publicizing faculty growth opportunities, 2) coordinating the work of other committees which implement programs assigned to them by the Bush Grant, 3) implementing programs assigned to the Growth Committee by the Bush Grant, and 4) facilitating and promoting new faculty growth projects.

PEOPLE

The Growth Committee: Richard Bowman, Chair; Lee Johnson and Steve Van Bockern.

Lee Bowker, Vice President and Provost, Project Director (605-336-4113, Augustana College, Sioux Falls, SD 57197).

Bethel College

Scholars Pursuing Educational Competencies
To Raise Undergraduate Maturity

Bethel College in Arden Hills, Minnesota, with 86 full-time and 83 part-time faculty, is an evangelical Christian liberal arts college, enrolling about 2,000 students. As part of its commitment to maintaining excellence in higher education Bethel College has sought and received two Bush Foundation grants for faculty development. The first grant funded the "writing to learn" program and the "pursuit of excellence" program. "Writing to learn" was designed to improve the faculty's skills in writing and its approach to evaluation-of-writing, and to train faculty to identify and encourage creativity in students. "Pursuit of excellence" was intended to help faculty discover and develop their own giftedness and potential.

In 1985 the second grant funded a 3-year program for faculty development which utilizes a developmental approach to instruction. By gearing classroom teaching to the developmental phases of college students, the program is intended to enhance the learning process in the classroom and to improve faculty morale and teacher vitality. The faculty development program for this process is called SPECTRUM (Scholars Pursuing Educational Competencies To Raise Undergraduate Maturity).

GOALS

The purpose of SPECTRUM is to help faculty to better match their classroom teaching methodologies to the ongoing cognitive and personal maturation of their students, and to become better facilitators of that developmental process. The goals of the project are:

1. To introduce faculty to theories and research on college student cognitive, moral, and identity development and to several College Student Developmental Models (e.g. Chickering).
2. To facilitate use of developmental theories in designing and implementing courses.
3. To increase constructive faculty interaction and use of collegial resources.
4. To increase understanding and cooperation between faculty and student development offices in facilitating student growth.
5. To increase student and faculty satisfaction with course structure and outcomes.
6. To facilitate cognitive, moral, and identity development.

STRATEGIES

To achieve these goals, three year-long programs involving twenty participants each year were conducted. Each program consisted of a five day summer workshop which introduced faculty to the designing and teaching of courses from a developmental perspective. During the next school year, participants had a "target course" that each used as a testing ground for ideas generated at the summer workshop. Faculty received a course reduction in the academic year to provide extra time to work with their target courses. Some target courses were taught in the fall semester, others in the spring. While faculty participants were teaching their target courses they met weekly in small groups to discuss their experiences with developmental instruction, and to receive feedback and support in their endeavors. Large group meetings were also held each month for all twenty faculty participants.

To assist the participants in assessing the value and effectiveness of their developmental innovations, students from the target courses meet with faculty on a bi-weekly basis. The meetings were intended to communicate student perceptions to the teacher and to test the teacher's perceptions of the students' responses.

Faculty incentives for participating in SPECTRUM include a paid stipend for attending the summer workshop, a load reduction in the semester they are teaching their SPECTRUM target course, and upon completion of the project and various evaluation materials an additional stipend of two hundred dollars.

Evaluation of the SPECTRUM project has taken several forms. Participants evaluate the summer workshop and assist in planning and presenting the next year's workshop. Target courses are evaluated by students using participant generated forms. Student representatives and participants evaluate the bi-weekly student evaluator meetings. Participants evaluate the

workgroups and large group monthly meetings at the end of each semester. Participants provide a packet of materials demonstrating changes and outcomes from their target course. Institutional evaluation of changes and intellectual and moral development among SPECTRUM versus non-SPECTRUM students over the three year period of the grant is also in progress.

PEOPLE

Kathy Nevins, Faculty Development Coordinator, Bethel College, 3900 Bethel Drive, Saint Paul, MN 55112. (612) 638-6400.

Carleton College

Professional and Intellectual Growth Through Research

Carleton College, with 1700 students and 148 faculty, has for many years maintained a nationwide reputation for high academic standards and excellence in teaching performance. The Faculty Development program on the campus has evolved in keeping with that reputation, concentrating on the improvement of student learning through the further enrichment of an already distinguished and highly respected faculty.

A commitment to Faculty Development on the parts of both faculty and administration has resulted in the following program, initially funded by a Bush Foundation grant.

GOALS AND STRATEGIES

The purpose of the present Faculty Development program at Carleton is to improve the quality of teaching by encouraging professional and intellectual growth of individual faculty members. This can be accomplished by improving faculty connections with research and scholars elsewhere and with original research work in their disciplines.

To encourage and support this kind of scholarship, Carleton began in 1979, with an initial Bush grant, a competitive program of faculty research grants, administered by a seven-person committee consisting of the faculty members. The Committee is chaired by the Dean of the College. Grants ranging in size from $2,000 to one term's salary are awarded once each year. These grants are available to two different groups of individual faculty members:

(a) Faculty who can and should be among the producing scholars in their special fields, but who have suffered from the isolation of Carleton's geographic location and from their heavy teaching demands.

(b) Faculty who need to be encouraged to re-enter the world of scholarship.

Research funded by the larger grants must contribute to new knowledge in its special field, must contribute to the applicant's career and professional growth, and must benefit Carleton's curricular goals. With each large grant, the faculty member is expected to share the knowledge and experience gained with the Carleton community, be it research papers, artistic works or performances, or public lectures.

Smaller grants, with general purposes similar to those of the larger research grants, also are available. These grants, in individual amounts of $2,000 each, are administered as a Dean's discretionary fund in consultation with the seven-person administering committee.

PEOPLE

Roy O. Elveton, Dean of College: Administrator (507-663-4303, Carleton College, Northfield, MN 55057).

Dean Elveton is assisted by the advisory committee described above.

College of Saint Benedict

Development and Design of a Core Curriculum

The College of Saint Benedict is a private liberal arts college of 107 full-time faculty and 1,750 women students. The college shares a campus in Saint Joseph, Minnesota with its sponsoring body, the Benedictine Monastic Community of Women.

Academic cooperation with Saint John's University in Collegeville has been operational at the department level for a number of years. The faculties of the two institutions are working to fashion a joint core curriculum for CSB/SJU students. The Bush Foundation grant is providing professional development for the faculty at Saint Benedict's to realize the goal of a joint core curriculum.

GOALS

1. To increase faculty understanding and dialogue on the liberal arts heritage as it is shaped and implemented through the mission and traditions of the colleges.
2. To develop a faculty consensus about common cross-disciplinary conceptual frame in the natural sciences, the social sciences and the humanities which will guide faculty from those areas in designing and revising courses required for the Core Curriculum cross-disciplinary experiences.
3. To provide faculty with specific skills development training and continued resources in technical and theoretical areas needed to meet educational challenges defined by the Core Curriculum goals.

STRATEGIES

1. A faculty reading program to further refine faculty understanding of how a liberal arts heritage is evident in the proposed model and also to expand faculty commitment to sharing that heritage through creative use of that specific curricular framework.
2. Involvement of faculty in the natural sciences, the social sciences, and the humanities in discussions leading to an identification of and agreement with cross-disciplinary concepts and integrative themes and the development of general instructional guidelines for new or revised instruction.
3. Faculty opportunities to develop skills needed to devise, implement, evaluate instruction in the core or to reinforce core objectives throughout the curriculum.
4. Faculty development of "Instructional Resource Books" for use by faculty teaching the First-Year Symposium and the Senior Seminar.

PEOPLE

Robert Fulton, Coordinator, Core Curriculum Project, College of Saint Benedict - Saint John's University (612-363-5607), College of Saint Benedict, 37 South College Avenue, Saint Joseph, MN 56374). Working with Dr. Fulton is a Core Curriculum Council of ten faculty, five from the College of Saint Benedict and five from Saint John's University.

The College of St. Cathrine

Encouraging Scholarly Creativity and Communication

The College of St. Cathrine in Saint Paul, Minnesota, founded in 1905, is a liberal arts college for women with an enrollment of approximately 2500. With a long history of emphasis on excellence in teaching and academic quality, it has maintained a program of faculty development which has included sabbaticals, workshops on liberal education teaching and related topics. The activities provided through the Bush Grant are intended to expand and focus the program.

With a 1980 planning grant from the Bush Foundation, a study was made of the history of faculty development and current needs. One need expressed over and over in the surveys was time — to do research, to write to revise courses, to keep abreast of new developments. This need has been included in the Bush Faculty Development Program with the goal of maintaining a lively climate for learning and teaching.

GOALS

The program is intended to provide resources and support for:

1. Revitalizing faculty within their own disciplines.
2. Implementing the recommedations of task forces which urged the incorporation into the curriculum of issues relating to women and enhancing the role of the liberal arts.
3. Supporting faculty in research interests.
4. Encouraging communication among faculty of different disciplines.

STRATEGIES

1. Faculty have the opportunity to apply for grants ranging from $300 to $2000. The grant amount is generally compatible with the amount of stipend for one course, plus an amount to cover travel or other expenses. Secretarial and printers services are not provided through the Faculty Development Offices. Research may be directed to develop new courses, improve courses or curriculum, or the interests of faculty members in a problem in their own disciplines.
2. Faculty forums and workshops are provided for faculty to share insights, results, and enthusiasm about research and researching.
3. Encouragement and assistance for faculty to seek funding from other sources is provided.
4. Mentor-teachers are available for faculty requesting assistance with specified classroom or organizational problems.

PEOPLE

Sister Alberta Huber, Professor of English: Coordinator of Faculty Development. The duties of Coordinator are the administration of the Bush Grant program, organizing faculty forums or other means of inter-faculty communication, assisting faculty in identifying funding sources and preparing proposals.

Faculty Development Committee. The committee of six faculty members evaluates and recommends proposals for funding, makes recommendations to the administration about faculty development, and is responsible for evaluation of the total project.

College of St. Scholastica

Strengthening Faculty's Teaching Skills

The College of St. Scholastica in Duluth, Minnesota, is a four-year, coeducational, independent college established in 1912 by the Benedictine Sisters of Duluth. It enrolls approximately 1,450 students and employs 103 full-time and 31 part-time faculty.

Reinforced by the success of the teaching improvement program during the past three years of the Bush Grant, the St. Scholastica faculty continues to build upon its past experience in responding to new and emerging needs at the College. The College of St. Scholastica is in the third year of a second three year grant from the Bush Foundation.

GOALS

1. To strengthen teaching skills of full-time and part-time faculty.
2. To foster interaction and collaboration among faculty from different disciplines.
3. To enable increased numbers of faculty to pursue enrichment activities so that they will remain current in their fields.
4. To attract and retain competent faculty.

STRATEGIES

Institutes To Enhance Teaching Effectiveness

In light of positive feedback from past participants in faculty institutes on teaching, two 2-day institutes to strengthen teaching skills of full-time and part-time faculty continue to be offered. The first institute deals with a discussion of assumptions and strategies for effective teaching. It includes a practicum on teaching so that each participant teaches the rest of the group and receives valuable feedback and suggestions for improvement. The second institute covers essentials of performance evaluation and specifications, writing different types of test items, and assigning grades to students.

Workshops On Topics Of Interest To Faculty

Based on the input provided by the faculty, the chairperson of the four academic divisions of the College, the Faculty Development Committee, and the Dean of the Faculty, four workshops on topics of current interest to the faculty are offered. These workshops, spread over a three year period, cover topics such as development of administrative skills for division, department, and committee chairs, development of skills in conflict resolution and negotiation, teaching introductory courses, and designing independent study materials to meet the needs of learners in distant locations.

Faculty Enrichment Programs

In a small institution like St. Scholastica where faculty members carry a heavy load during the school year, summers are the ideal time for faculty development activities. A number of summer workshops and institutes are being offered during the second phase. Topics include (a) Faculty lives: Vitality and Change; (b) Computer Assisted Instruction; (c) Word Processing; and (d) Using Frame Software.

Programs For Individual Faculty Development

To learn about new developments in their fields and update their courses, faculty are awarded grants to attend conventions, seminars, workshops, and courses at other institutions. Participants then share their experiences with colleagues at informal gatherings. Faculty may also use these funds to present papers and otherwise participate actively at national and regional conferences.

Ten faculty members each year are provided the equivalent of one course release time for reading and study within their own disciplines. Participants then share new learning with other faculty at department gatherings through presentation and discussion.

Faculty Retraining

Twelve faculty members in areas such as physical therapy, nursing and computer science have been provided released time for advanced study to obtain a terminal degree in their discipline. This enables them to complete their study much earlier and thus makes them available to work with upper division and graduate students.

PEOPLE

Faculty Development Committee: A new standing committee of the faculty responsible for the administration of the St. Scholastica Faculty Development program.

Chandra Mehrotra, Faculty Develop Coordinator, College of St. Scholastica, Kenwood Avenue, Duluth, MN 55811.

Working with the Committee and Pro Mehrotra is a faculty member who serves as pr facilitator. Together the Committee, the Dean a program facilitator select participants for work grants, and retraining programs and supervi evaluation of the various activities.

The College of Saint Teresa

From Self Development to Interdisciplinary Exploration

Founded in 1907 by the Sisters of Saint Francis of the Catholic Diocese of Winona, the College of Saint Teresa in Winona, Minnesota, is a four-year college for women enrolling about 500 students and employing about 50 full-time faculty on the Winona campus. The educational emphasis at the College of Saint Teresa has been in the traditional academic professions and liberal arts disciplines for traditional age students, but the curriculum has recently been broadened to include new professional fields of study and to serve non-traditional age students. Special efforts are being made to combine high professional program standards with a strong liberal learning base.

A 1984 Bush Foundation planning grant identified organizational effectiveness, individual professional development, teaching methods, and training in interdisciplinary teaching as needs of the faculty and college. To meet these needs the Bush Foundation program grant provided support for advanced degree training, special educational programs, continuing education programs and workshps. Consultation was provided to enhance classroom teaching an to introduce new technologies such as computer based instruction, library search procedures and machine based simulation. Organizational theory, power, collegiality and governance models were discussed at workshops focusing on institutional improvement. A second Bush Foundation Grant provides funds for both individual and general faculty development projects.

GOALS AND STRATEGIES

Component I

Proposals for faculty development are evaluated against institutional need and benefit to students. To apply for funding the faculty member must submit a plan of action to the Dean of Academic Affairs and develop an evaluation plan with the Director of Institutional Research. Faculty members receiving funding from the Bush Foundation grant are expected to give one year of service to the college after completion of the project for each $2,000 received. Proposals which have been funded include advanced training in computer science, gerontology, clinical psychology, writing skills, theology and moral reasoning; graduate study in business administration and re-training in career counseling.

Component II

Projects pertaining to teaching effectiveness are administered by the Teaching Effectiveness Committee. The committee is made up of the Academic Dean, one member from each division of the College, and one member elected by the non-teaching faculty. Projects are funded in five categories.

Development of Computer Literacy. Five mini-grants per year are available on a competitive basis for faculty to attend special courses or workshops about computer use in their discipline.

Development of Computer Assisted Instruction Units. Assists faculty who have acquired computer literacy to maintain their skills and to develop CAI units for the courses they offer.

Expanded Multi-Cultural and Global Awareness. Allows for the expansion of a faculty and student exchange program with Colegio Santa Francisca Roma in Bogota, Columbia.

Expanded Exposure to the Primary Discipline and Faculty Vitality. Provides support for faculty to attend professional meetings. Members funded must actively particpate in those professional meetings by either presenting papers, responding to papers, moderating sessions or some similar activity. Funds are available for travel and research costs.

Dean's Faculty In-service Workshops. A small fund from the Bush Foundation grant is reserved by the Dean of Academic Affairs to provide for consultation or in-service training to faculty on issues of common concern.

PEOPLE

Susan Smith Batell, Dean of Academic Affairs, College of Saint Teresa, Winona, MN 55987. (507) 454-2930, ext. 247.

College of St. Thomas

Designing a Comprehensive Faculty Development Program

The College of St. Thomas in Saint Paul, Minnesota is a private, co-educational, Catholic, liberal arts college with an enrollment of about 6,500 students (4,300 undergraduates) and 225 full-time faculty.

The original components of what is now a broad program of faculty development at the College of St. Thomas all date from 1976-77 when the Sabbatical Leave, the Distinguished Visitor, and the Mini-Grant program were first inaugurated. In the fall of 1980 the College received a grant from the Bush Foundation which enabled it to set about planning a three-year faculty development program focused on the improvement of teaching. The program includes: summer seminars for faculy members; in-service teaching seminars; new team-taught interdisciplinary courses; Partnerships in Learning; Student-Faculty Dialogues; and a center for Faculty Development, staffed by a part-time Director of Faculty Development chosen from the faculty. In the spring of 1984 The Bush Foundation program was combined with other faculty development programs including an enhanced program of sabbatical leaves, an enlarged distinguished visitors program, and a new program of research grants for faculty members.

In 1984, after evaluating the Bush faculty development program in the previous fall, the college submitted a proposal to the Bush Foundation for its second three-year grant. Although the main impetus behind the first Bush grant — the desire to foster better communication and more interaction among faculty members in all fields — has continued under the second grant, the program supported by the second Bush grant aims at two additional goals: (1) fulfilling the particular faculty development needs of specific segments of the faculty through a summer seminar program and (2) achieving a wider sense of faculty "ownership" of the program.

Summer Seminar Program

GOAL

To fulfill specific, clearly identified development needs.

STRATEGY

The program consists of three kinds of seminars, one on Writing Across the Curriculum, one on Computers in the Disciplines, and one on the relationship between teaching and research.

The Writing Across the Curriculum Seminar is used to prepare faculty members to participate in the College's Writing Across the Curriculum Program. This program encourages faculty in courses other than English to teach and grade writing assignments in their courses. A seminar has been offered each of the last two summers and will be offered again during the summer of 1987. It runs for two weeks. During the first week the emphasis is on educational goals and how these goals might be realized through the creation of clear writing assignments. During the second week the emphasis is on distinguishing between writing as a learning device for the writer and writing as a technical skill for communication to a reader. Toward the end of the seminar, the participants are introduced to the "Statement of Purpose," a letter to one's students introducing the course syllabus and explaining the relationship between the goals of the course and the assignments, especially the writing assignments, that are intended to accomplish those goals.

The Computer-in-the-Disciplines seminar (offered during the summer of 1985 and 1986) taught faculty how to integrate computers into the instructional process. During the first week the participants were introduced to a variety of software — word processing, database, spreadsheets, etc. During the second week, they concentrated on using the computer as a tutor. During the last week the participants developed a plan for integrating the use of computers into their courses.

A seminar on the relationship between teaching and research will be offered during the summer of 1987. Faculty members attending a summer seminar receive $400-450 for each week of the seminar.

Interdisciplinary Teaching Program

GOAL

To improve faculty communication across disciplines and to foster in students a deeper integration of the liberal arts.

STRATEGY

This program involves the creation of five new interdisciplinary courses each year — two full-credit courses and three half-credit honors seminars. Examples of such courses have been "The Economics and Philosophy of Social Justice," involving faculty from economics and philosophy; "Literature and History in Classical Athens," involving faculty from English and History; and "Managers and Metaphors," involving faculty from business administration and english. Ten faculty members receive released time each year for the planning of these interdisciplinary courses.

Partners In Learning Program

GOAL

To improve both the faculty's understanding of students and their ability to relate to students, and to encourage faculty to become more involved in research and to improve their teaching techniques.

STRATEGY

Advanced students of proven competence, reliability, and leadership potential work with faculty "mentors," or partners, on research projects and in the teaching process. Research partners work together on research projets of mutual interest which show creative promise. Teaching partners work at the real-life tasks of education — designing courses, planning class sessions, evaluating courses, and tutoring. Students are paid in the form of either a stipend or a tuition grant for experimental learning credit or a combination of the two.

Contract Grants

GOAL

To promote better teaching and to foster faculty communication across the disciplines by meeting the special faculty development needs of individual departments and specific faculty constituencies.

STRATEGY

This program meets faculty needs by allowing faculty members to form a "contract" with the Faculty Development Committee to provide the needed services in exchange for financial support. Although aimed primarily at the improvement of teaching, the definition for what qualifies as a Contract Grant has been anything but narrow. Thus there has been a great variety of projects supported by Contract Grants. These have included workshops directly related to the improvement of teaching, such as "The Elements of Effective Teaching;" seminars of general interest to an interdisciplinary group of faculty such as "Faculty Discussion Groups on Alasdair McIntyre's *After Virtue*; and workshops appealing to the specific needs of a group of faculty, such as "Workshop on Technical Software (TEX)."

Contract Grants are available to all faculty members. The size of the award is determined by the reasonable needs of the project.

PEOPLE

Robert C. Foy, Associate Professor of English: Director of Faculty Development, College of St. Thomas, 2115 Summit Avenue, Saint Paul, MN 55105. (612-647-5864).

Thomas J. Schenk, Assistant to the Director of Faculty Development.

Faculty Development Committee. Oversees the various programs supported by Bush and makes recommendations on applications for Sabbaticals, Distinguished Visitors Funds, Maxi-Grants, and Research Assistance Grants.

Concordia College

Emphasis on the Liberal Arts Education

Concordia College in Moorhead, Minnesota is a four-year liberal arts college affiliated with the American Lutheran Church. Its 2553 students and 148 full-time faculty are committed to a ministry of inquiry and learning. Concordia supports faculty development activities which include sabbatical leaves, summer study grant, teaching skills workshops, travel allowance, and course and program evaluation. As important as these kinds of traditional activities remain in our total program of professional development, it is clear that the next decade requires more than traditional approaches to individual teaching improvement and research activities. It was important to seriously examine and demonstrate how the daily individual activities of teaching, advising and research require a collective awareness of skills as well as of purpose. Concordia College, therefore, requested and received from the Bush Foundation support to implement several professional growth and development activities which focused on the role of faculty as teachers, advisers, and models of liberal arts practice.

GOALS

1. To strengthen teaching through a better understanding of the liberal arts.
2. To improve student understanding of the goals of college education by strengthening the advisement process.
3. To encourage faculty research by accentuating the role of faculty and students as practitioners of the liberal arts.

STRATEGIES

Implicit in the design of all funded activities is the assumption that teaching effectiveness will be enhanced if faculty and students improve their collective understanding of the values inherent in liberal education. We are all aware that changing vocational expectations and pressures have focused the attention of students on immediate and practical application, obscuring at times the distinctions between entry level skills required for postgraduate employment and the transferable skills of critical thought, problem definition, integration of methodology, and recognition of the relationships among various belief structures.

While these distinctions have always been present, they have not been fully appreciated. Research data from the senior and alumni surveys suggested students have not been fully aware of what they have received. They do not know how their liberal arts education has contributed to their ability to be more articulate, analytical, aesthetically sensitive and creative. The grant provided funds to support activities designed to address this issue.

1. During each of the three summers there was a workshop in which participants had the opportunity to examine the value beyond content inherent in each faculty member's own discipline and in the liberal arts generally. The objective of the workshops was to identify transferable skills which faculty see students receiving in their courses and which they also see as important for students preparing for meaningful, productive careers and career changes in society. The workshops also included discussions of teaching methodologies which reinforced and clarified those skills for students.
2. The grant also funded the work of academic departments interested in pursuing the same kind of activity at the departmental level. Departments eligible for funding were those that wish to examine curriculum to determine skills in the discipline, analyze methods of teaching, discuss the role of assignments in reinforcing student learning, and develop ways of informing students about what is being accomplished in the discipline besides the transfer of information.
3. A third activity dealt with the same subject through the perspectives of members of our constituency. The grant funded two annual statewide conferences on the value of liberal arts education. The conference involved Concordia faculty, faculty from other liberal arts colleges in Minnesota, corporate executives and Concordia constituents, and featured commissioned papers and contributions from participants and invited guests.
4. A fourth activity involved funding seminars for faculty advisers. Academic advisers examined ways to help students clarify their understanding of how particular courses contribute to their education; ways to assist students in improving their self-awareness of talents, skills, interests,

values, personality characteristics and aptitudes; and ways to make students aware of available counseling and career development opportunities. Presumably, participants in this seminar during years 2 and 3 of the grant period also participated in the workshop outlined in number 1 above.

5. Finally, the grant funded a program to accentuate a faculty member's role as teacher/scholar. The value of scholarship in the development of faculty and students as lifelong independent learners is unmistakable if both students and faculty are involved in the process of inquiry themselves, if they both participate in the discussion and dissemination of results, and if they observe one another struggling with the definition of questions, the analysis of issues, the synthesis of ideas, and the solution of problems. It is possible under these circumstances for students to see in their faculty models the very qualities which we hope to develop in students: the ability to construct theories, to test value assumptions and to use the content and methodology of one or several disciplines to examine issues of significance.

The grant funded what was known as the Bush Scholars Program. Four applicants each year were designated as Bush Scholars and received a stipend to support their research during the summer. They were released one-sixth time during the academic year to continue their research.

In the application process faculty needed to provide a summary of the research project, including a description of how the methodology of a discipline was used in the analysis of current social or value problems, issues of institutional significance or questions of importance in the discipline. The students were involved in each project in ways most appropriate to the discipline and to the proposal. Therefore, the application also included the nature, extent and significance of student participation in the research project. Finally, applicants demonstrated how the research project contributed to an awareness and understanding of the values of liberal education.

Student and faculty papers resulting from each project were published for the campus community and in turn, formed the basis of a bimonthly all-campus student-faculty forum.

PEOPLE

David M. Gring, Vice President for Academic Affairs and Dean of the College (218-299-3001, Concordia College, Moorhead, MN 56560). Dean Gring chairs the committee which serves as a review board for all grant funded activities. Also serving on the committee are the associate dean, the director of liberal arts studies, the chairperson of the curriculum committee, and three faculty elected by the faculty senate.

Concordia College
St. Paul, MN

Faculty Development for Faculty and Student Growth

Concordia College, Saint Paul, founded in 1893, has an enrollment of approximately 800 students and 57 full-time faculty. It is a four-year, coeducational liberal arts college affiliated with the Lutheran Church - Missouri Synod.

It serves a diversity of students with its offerings of majors and minors in the liberal arts, business administration, teacher education, and professional church work programs.

With the leadership of the dean of the faculty, a needs assessment of all faculty members was administered to serve as background material in the development of the grant proposal. A Faculty Development Committee assists in the administration of the grant from the Bush Foundation in the first and second cycles of the funding.

GOALS

The goals are developed as an outcome of the "Serving Through Learning" theme.

1. Encourage faculty to continue developing in their own disciplines.
2. Promote intellectual activities of faculty through the college.
3. Encourage improvement of classroom teaching.
4. Promote personal and professional development of the faculty.

STRATEGIES

1. Small grants are made to faculty members who develop special research and/or to improve courses. The research is presented to interested faculty at brown bag lunch seminars.
2. Monthly faculty conferences are held for the entire faculty and focus on a specific topic to enhance instructional improvement. An example was the presentation by a panel from a neighboring college to the Concordia faculty on Writing Across the Curriculum.
3. A three-day pre-school faculty workshop focusing on a specific topic. All faculty, selected staff, and representative students attend the workshop.
4. Small grants are awarded to faculty leaders and selected groups for curriculum development and classroom improvement which was focused on Writing Across the Curriculum and Computer in General Education. An added focus during the final phase of the second cycle relates to the research and development of an honors program for students.
5. Release time from one or two courses for the academic quarter is granted to faculty applicants for special writing, studying, researching, composing, etc.
6. College teaching seminars for peers are conducted by a senior faculty member. Topics include testing and grading, development of course material, and effective teaching.

PEOPLE

Loma R. Meyer, Vice President for Academic Services and Dean of the Faculty, Project Director. (612-641-8826, Concordia College, Saint Paul, MN 55104).

Faculty Development Committee. A member from each of the academic divisions of the college encourages faculty members to submit proposals, assesses the proposals, and awards the grant moneys. It also serves as an evaluation arm in the administration of the Bush Grant.

Dakota Wesleyan University

New Thrusts to Meet Changing Conditions

Dakota Wesleyan University in Mitchell, South Dakota, is a co-educational liberal arts college enrolling about 620 students and employing 40 full-time and approximately 15 part-time faculty. The institution's objectives are: (1) to provide a general liberal arts education, and (2) to prepare persons for change and career development.

Dakota Wesleyan, like many other colleges, must adapt to changing conditions in order to continue providing quality educational experiences. The college implemented a regular program evaluation process that has produced a number of changes requiring faculty adjustments. The faculty voted to change the basic structure of the curriculum from a unit system with courses of 4 credit hours to a semester system with courses of 3 credit hours. The evaluation process also identified the need for training peer evaluators, developing computer literacy, revising the college governance structure, and shaping the co-curricular program as an educational rather than simply a service component.

Since college funding for such activities is limited, a Bush grant provides supplemental support for faculty to revise courses for the semester hour system, participate in group professional activities, to focus on career development and retraining, and to conduct research and advanced study projects. Much of the support pays for summer stipends for faculty to pursue the development activities.

GOALS

1. Provide professional development activities that have not been possible with previous emphasis and resources.
2. Assist faculty in modification and development of curriculum to meet the need of the new semester hour system.
3. Provide opportunities for faculty to develop their talents and interests in areas of university function that fall outside the traditional classroom.

STRATEGIES

1. Course Revision
   a. Curriculum changes resulting from program review
   b. Curriculum changes resulting from the semester hour transition
   c. Stipends in the form of mini-grants
2. Group-Oriented Activities on Campus
   a. Two professional dinners per year using visiting scholars from area colleges and focusing on intellectual dialogue.
   b. Two faculty development programs per year using visiting scholars from regional colleges and focusing on intellectual dialogue and new teaching ideas.
   c. One faculty development program per year using a national authority.
   d. Above in addition to five sponsored by the college.
3. Individual and Team Projects
   a. Career development and retraining
   b. Faculty internships
   c. Scholarly activities
   d. Development of team-teaching
   e. Peer evaluation
   f. Revised governance
   g. Enhanced co-curricular learning environment
4. Program Administration
   a. Faculty coordinator to work with the Faculty Development committee and administration to develop a list of curriculum revisions and developmental activities.
   b. Faculty coordinator to work with the Faculty Development Committee.
   c. Faculty coordinator and committee to identify appropriate topics and resource persons for on-campus programs.
   d. Faculty coordinator to maintain records and administer evaluations.

PEOPLE

Diane Graber: Chair, Faculty Development Committee: provides major impetus for faculty development activities.

Lesta Turchen: Acting Academic Dean: Program Director (605-996-6511 ext. 645, Dakota Wesleyan University, Mitchell, SD 57301). Make decisions in consultation with the Faculty Development Committee.

Faith Hubbard: Head, Department of Nursing: Grant Administrator.

Dakota Writing Project

A Cross-Disciplinary, Cooperative Venture in South Dakota

The Dakota Writing Project began its work in the Summer of 1981. The Project was originally funded by a Bush Foundation grant with the National Endowment for the Humanities and the Mundt Foundation providing additional funding. During the first three years of the Project a four week summer institute was held for elementary through college teachers and administrators. These workshops featured stipends for the participants who were selected because they had already demonstrated commitment and success in the teaching of writing. The Project brought consultants to South Dakota from successful writing programs across the nation as speakers. In addition to its workshops the Project sponsored research into the teaching of writing in South Dakota, published the work of our participating Fellows and maintained a newsletter.

In the spring of 1986 the Dakota Writing Project was reorganized with an expanded Board of Directors. Originally, three South Dakota schools had co-sponsored the Project; in 1986 all of the public colleges and universities in the state joined in sponsoring the Project. These schools are Black Hills State College, Dakota State College, Northern State College, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota.

GOALS AND STRATEGIES

After two years of not sponsoring summer programs, the Dakota Writing Project continued its efforts in 1986 with a new emphasis on Writing Across the Curriculum. The project retained its original goal of improving the writing skills of faculty and student bodies across the state at all levels of education and in all disciplines. Workshops, directed primarily toward elementary and secondary educators, were conducted at Black Hills State College and Dakota State College with financial support from the South Dakota Division of Education. A one-week workshop was conducted at Northern State College. The University of South Dakota hosted a workshop for its faculty and initiated a new emphasis on writing throughout the University's schools and colleges. With the encouragement of the South Dakota Board of Regents, each of the public college and universities in South Dakota has initiated writing-across-the-curriculum activities.

The 1987 program of the Dakota Writing Project involves three types of programs: (1) Each of the South Dakota public colleges and universities has initiated Writing Across the Curriculum programs with faculty workshops scheduled at the University of South Dakota and South Dakota State University. A series of faculty discussions and sharing sessions is scheduled at Black Hills State College. (2) The co-sponsors of the Dakota Writing Project will host a writing workshop for college and university faculty at a camp in the Black Hills from August 20 to 24. The goal of this workshop will be to bring faculty active in the college and university Writing Across the Curriculum programs together to share ideas and experiences. (3) Two other Writing Workshops for Teachers that emphasize writing in the elementary and secondary curricula will be hosted at Dakota State College and Black Hills State College.

The Council of Presidents and Superintendents of South Dakota have made a commitment to funding a large part of the 1987 program of the Dakota Writing project. The directors are seeking funds to support other parts of the program from the South Dakota Division of Education. As in the past, the Project will offer stipends to participating Fellows, and will bring to the workshops as consultant-presenters the most successful teachers of writing from our state.

PEOPLE

Dr. Stewart Bellman, State Director. Communications Division; Black Hills State College, Spearfish, SD 57783. (605) 642-6860.

Mr. James Swanson, English Department, Dakota State College, Madison, SD.

Dr. David Newquist, English Department, SD School of Mines and Technology, Rapid City, SD.

Dr. Ruth Foreman, English Department, SD State University; Brookings, SD.

Dr. Nancy Zuercher, English Department, University of SD, Vermillion, SD.

Dr. Mike Hillman, SD Board of Regents, Pierre, SD.

Hamline University

Improved Teaching and Learning Through Faculty Development

Hamline University consists of the College of Liberal Arts and the School of Law. It is a coeducational, private, independent institution and is affiliated with the United Methodist Church.

The Universisty's intellectually demanding programs lead to the Bachelor of Arts, Master of Arts in Liberal Studies, Master of Arts in Public Administration, and Juris Doctor degrees. In addition, Hamline offers an expanding continuing education program that serves students seeking preparation for traditional professions and liberal arts disciplines as well as emerging non-traditional fields of study.

An initial Bush Grant funded a faculty development program which emphasized departmentally based programs aimed at improving teaching and learning. Guided by a faculty development steering committee, departments were encouraged to design programs in any of the four categories of faculty development suggested by the American Association of Colleges Project on Faculty Development. The categories were: professional development, encouraging a faculty member's continued growth as a scholar; instructional development, programs to achieve expansion of teaching skills; curriculum change, the redesign or development of courses; and organizational change, reorganizing committees, evaluations, reward systems, and encouraging new structures for faculty interaction. The program encouraged voluntary participation, individualized directions for growth projects, faculty ownership of projects, non-threatening assessment of progress, and provided rewards through professional enrichment.

Three years ago the College of Liberal Arts faculty began working on a new general education curriculum. The first phase of that curriculum — the requirements of specified number of writing-intensive courses, speaking-intensive courses, computer-utilization courses, and a freshman seminar — was passed in the fall of 1984. The second phase — the requirements of a specified number of cultural and disciplinary breadth courses, a minor, and a work-related course or internship — was passed in the fall of 1985. Both phases are in operation for the entering freshman class of 1986, with the exception of the work component, which is not being phased in until 1988, when it becomes a requirement.

Hamline applied for a second three-year grant from the Bush Foundation in order to implement the Hamline Plan, as the new general education curriculum is known. The grant is the primary mechanism of faculty development for the purpose of staffing the various components of the Plan. Faculty members are being given assistance in developing the ideas, skills, and techniques they need to design the courses demanded by the new curriculum.

GOALS AND STRATEGIES

The primary goal of the Bush-funded faculty development program is the implementation of the Hamline Plan. Subsidiary to that overriding goal are the goals of training faculty to offer the new skill-intensive courses, improving instructional skills, increasing faculty expertise in interdisciplinary topics, teaching faculty to function as career and internship advisors.

Several mechanisms have been set up to achieve these goals:

1. **Hamline Summers for Faculty Development:** Workshops for faculty members were held in the summers of 1985 and 1986 in skill areas (computing and communication), in course development, in advising and career advising, in global issues, in gender scholarship and in freshman seminar teaching. Similar workshops will be held in the summers of 1987 and 1988. By the end, two-thirds to three-fourths of the faculty will be able to offer the new courses.
2. **Faculty Interdisciplinary Seminars:** Two per year were planned as a way to help faculty transcend the perspectives of their disciplines during the academic year of operation. A seminar in feminist scholarship has been running since 1985. A second seminar is being developed for 1986-1987.
3. **Student-Faculty Interaction Beyond the Classroom:** Faculty members are alloted up to $100 to support a variety of learning activities for students outside of class. These activities include inviting students to dinner, taking a class to a play or other performance, arranging alumni visits, organizing departmental clubs, taking students to an academic meeting.
4. **Department Self-Studies:** Departmental self-studies and improvement projects will work towards strengthening the majors at the same time they will assist departments as they plan to accommodate the course needs of the new curriculum.

5. **Professional Enrichment and Travel:** Hamline's travel funds are being augmented by Bush funds in the first two years of the grant to encourage faculty attendance at regional and national meetings. It is especially important, while the new curriculum is being implemented, that faculty members are knowledgeable about current developments in their fields.
6. **New Faculty Orientation:** Special efforts are being made to integrate new faculty members into the campus community and to give them an understanding of the special nature of the University and its curriculum.
7. **Faculty Evaluation:** A portion of the grant the first year went to improve the faculty evaluation procedure to be sure it conforms with changing faculty roles and responsibilities.

PEOPLE

Carole Brown, Assistant Dean, Faculty Development Coordinator (612) 641-2205.

Jerry Gaff, Dean of the College of Liberal Arts, Administrator, Hamline University, Saint Paul, MN 55104. (612) 641-2206.

Steering Committee: Rees Allison, Music; Al Kaske, Physics; Jim Lynskey, Political Science; Tim Mieure, Physical Education; Tamara Root, French.

Macalester College

Faculty Commitment to Professional Development

Macalester College, in Saint Paul, Minnesota, is a coeducational, nonsectarian liberal arts college which enrolls over 1,600 full-time students and already has extensive experience with faculty development.

The faculty of Macalester are of high quality with varied teaching styles and have lent strong support to the idea of faculty development. Under a 1980 Bush planning grant, the Faculty Activities Committee, an elected four-person group, conducted one-hour interviews in which ever Macalester faculty member was asked to assess, both for themselves and for the rest of the faculty, the strengths and weaknesses of current faculty development efforts, and the greatest needs for the future. Information from the interviews and from a questionnaire survey were discussed by the Faculty Curriculum Committee, and by the full faculty in two open hearings and at a September retreat. Needs emerged which resulted in additional Faculty Development activities, funded by a Bush Foundation grant.

The renewal grant, made in 1985 contains an evaluation plan which allows the Faculty Professional Activities Committee to determine the most effective provisions and procedures of the faculty development process; to determine what faculty development provisions are essential to the college's goals; and to refine understanding of the relationship between the development plans and activities of individual faculty and the goals of the college.

GOALS

1. To improve liberal arts education and student learning.
2. To enhance the curriculum by encouraging faculty to conduct scholarly research leading to the development of new courses or the substantial revision of an existing course.
3. To encourage scholarly and creative productivity.
4. To develop the exchange of ideas amongst faculty members.
5. To encourage faculty to bring innovation and creativity to their research and teaching.

Professional development consists of five categories — colloquia, direct grants, and student fellows, a professional development plan and evaluation.

1. Colloquia directed and coordinated by faculty members:
   a. Four faculty seminars, each with faculty coordinator and from five to ten faculty participants, on topics in intellectual inquiry or teaching.
   b. Two symposia led by faculty members, one to address the concerns of younger faculty, and one to address the concerns of senior faculty.
2. Direct grants to faculty for research, course development and the improvement of teaching:
   a. Nine grants of $2,400 each to provide time, primarily during the summer.
   b. Twelve grants of up to $1,000 each for expenses related to research, program development or teaching, and travel.
   c. Twenty to forty grants of $200 each for professional activities of the participants in the faculty seminars.
3. Student fellows: grants of $750 (academic year) and $1,500 (summer) each are available to up to twenty juniors and seniors each year who will serve as Student Research Fellows working with faculty members on topics and projects of mutual interest.
4. Each proposal to the Faculty Professional Activities Committee will include a Professional Development Plan (PDP). The PDP will provide a coherent personal perspective on personal goals, growth and development for a three to six year period.
5. All projects undertaken with support from the Bush Program will be evaluated based on its level of success and its contribution to the general program of faculty development at Macalester. An evaluation plan will assess the product of the project and the relation of the project to the Professional Development Plan as well as its effect on other professional activities in the PDP. If the project leads to a scholarly or creative product, the evaluation will assess the possibilities for publication, performance or exhibition. If the project leads to curricular or instructional development the evaluation will assess the effect on the curriculum students' experiences.

Professional Development Plans

Applicants for the above Bush grants are required to submit, for consultation with his or her department chairman, and to the Provost, an individual professional development plan, outlining developmental goals for at least the following three years. Each grant application states the purpose for the requested funds, expected achievements, evaluation plans, and an explanation of how the proposed project fits into the faculty member's professional development plan. Grants are awarded on the basis of how well the stated objectives relate to the applicant's personal professional development goals.

PEOPLE

James B. Stewart, James Wallace, Professor of History; and Gerald Webers, Professor of Geology; Coordinators of the Faculty Development Program (612-696-6296, Interim Office, Macalester College, 1600 Grand Avenue, Saint Paul, MN 55105).

Competition for the Macalester faculty development grants is administered by the Faculty Professional Activities Committee and Peter Conn, Provost.

Minnesota Community College System

Updating and Upgrading: Enriching Student Learning Through Faculty and Curriculum Development

The Minnesota Community Colleges serve approximately 40,000 students each year. Faculty and administrators worked together to identify campus priorities and requested a grant to support projects involving Writing Across the Curriculum, Computing in Instruction, and Small Grants (Sabbatical Supplements, Summer Grants, and Program Reviews) over a three year period from 1985 through 1988. For evaluation purposes a second Bush Foundation grant was awarded to the community colleges. Although the grants were separate, activities supported by both grants were parts of a whole since the evaluation results will measure the impact on student learning and improvement in faculty skills along with subsequent application to teaching.

GOALS

1. To bring faculty into contact with persons, programs, and processes designed to enhance their teaching skills and to provide the means for disseminating what they learn.
2. To strengthen academic quality through the successful implementation of computer assisted instruction.

STRATEGIES

1. Writing Across the Curriculum (WAC) is designed to heighten faculty awareness, develop faculty skills and sharpen and focus faculty effectiveness in the classroom. The Bush Grant supports identifying faculty leaders on each of the 18 campuses to plan the details of the program in relation to the major summer workshop that provides the base for orienting 89 faculty to introduce writing support for faculty during the year to help them succeed by providing release time for the campus coordinators to plan meetings, workshops, and invite consultants to meet local needs. Strategies include leadership planning workshops, system summer workshops and workshop follow-up meetings, consulting, and student tutors.
2. Computing in Instruction is designed to provide full-time faculty with basic computer skills and needs, to assist a significant number of faculty in using the computer in direct application to improve teaching and learning in the classroom. The Bush Grant supports release time for a computer coordinator on each of the campuses to provide planning, instructional support and follow-up for workshop participants. Strategies include introductory computer workshops, computer application workshops and follow-up support.
3. Small Grants include Sabbatical Supplements, Summer Grants, Workshops, and Program Reviews. Sabbatical Supplements are offered to selected faculty who are eligible for sabbatical leaves and write proposals for development activities above and beyond their sabbatical leave plans. In addition, other faculty may apply for similar small grants to pursue a professional interest during the summer. Summer grants support small stipends, expenses, and related materials and supplies. Program Reviews are designed to promote self-study by faculty of programs, curriculum, and courses; establish external reviews of selected programs; implement external review recommendations; and create a program review cycle.

PEOPLE

Mary Thornton Phillips, Vice Chancellor for Employee Relations and Project Director. (612-296-3795; Minnesota Community College System; 203 Capitol Square Building; 550 Cedar Street; Saint Paul, MN 55101).

Minnesota State University System

A Comprehensive Program to Serve Diverse Needs

Bemidji, Mankato, Metropolitan (Saint Paul/ Minneapolis), Moorhead, St. Cloud, Southwest, (Marshall, Minnesota) and Winona State Universities. These seven institutions, diverse in size and geographic locale, make up the Minnesota State University System. With the Chancellor's office in Saint Paul as a hub, a five-part Bush funded program of faculty development is being implemented.

GOALS AND STRATEGIES

Minnesota Writing Project

1. Encourage faculty members from all fields to integrate activities into their teaching that develop students' writing skills.
2. Promote teaching methods and instructional activities that strengthen students' writing skills.
3. Assist faculty members to improve their own writing skills and teaching effectiveness.

STRATEGIES

Each campus holds a one-week summer writing workshop for 20-25 local faculty members. Each workshop is lead by a task force consisting of master teachers from a variety of disciplines on that campus. The task force members receive some released time and training in successful workshop methods. Faculty participants in the training program receive stipends.

Consultants For Academic Program Review

GOAL

The review and analysis of academic programs in the System.

STRATEGY

Each year the Vice President for Academic Affairs at each campus, in consultation with the Deans, identifies program review priorities. As programs come up for review, faculty members prepare a self-study document that reviews past activities, assesses program strengths and weaknesses, forecasts future needs and opportunities and describes how the program should most appropriately plan for and respond to prospective future needs. When program faculty members begin their self-study they also submit recommendations for external consultants to their dean and to the Vice President for Academic Affairs. The external consultant selected is invited to campus to meet with faculty, review the curriculum and self study, and visit classrooms and phyiscal facilities. The faculty self-study, the external consultant's visit and his/her written report and recommendations provide the basis for discussion and decisions about the future directions for the program, including plans for program, curriculum, and faculty development. They also serve as a baseline measure against which progress can be monitored over time and assessed at subsequent program reviews.

Curriculum Improvement Grants

GOAL

To support curricular development projects that go beyond the usual course revision and updating considered as part of regular department responsibilities.

STRATEGY

The objectives of the Curriculum Improvement Grants program are to enable the university to respond to the changing needs of student learning, allow faculty members social opportunities to expand their skills and knowledge as necessary to meet these needs. The projects are selected in a statewide proposal competition.

Residencies For Visiting Scholars, Artists, And Practitioners

GOALS

The residency program is underway at the four outstate campuses which are most remote from the Twin Cities metropolitan area: Bemidji State University, Moorhead State University, Southwest State University, and Winona State University. The objectives of the residencies are to:

1. Provide students with opportunities to interact with nationally recognized professionals.
2. Supplement and strengthen the curricular programmatic offerings available at the four outstate campuses.
3. Encourage the university campuses to provide educational and cultural programs of interest to members of the local community.

STRATEGY

On a competitive basis, faculty members from the four outstate campuses submit proposals for residencies. Proposals are reviewed and assessed based on the strength of their program goals as cited above.

Instructional Computing Project

GOAL

This program is designed to promote computer familiarity among faculty members and to increase the use of computers for instuctional purposes across the undergraduate curriculum. The principle objectives of the project are:

1. To familiarize faculty with educational software relevant to their disciplines and to demonstrate how it can be used and adapted for instructional purposes.
2. To promote interaction and exchange among faculty members from across the System related to the instructional application of computers.

STRATEGY

The objectives are achieved by offering introductory level computer workshops at all seven campuses, by sponsoring systemwide disciplinary based conferences, and by establishing discipline specific computer user teams who would serve as information clearinghouses.

PEOPLE

David Taylor, Associate Vice Chancellor for Academic Affairs, Minnesota State University System, 55 Park Street, Suite 230, St. Paul, Minnesota, 55103. (612) 296-6870.

Mary Dressel, Executive Assistant to the Vice Chancellor for Academic Affairs, Minnesota State University System, State University Board Office, Park Office Building, Suite 230, 555 Park Street, Saint Paul, MN 55103. (612) 296-6870.

Mount Marty College

Maintaining Balance Between the Liberal Arts and Professional Programs

Mount Marty College is a coeducational, liberal arts institution in Yankton, South Dakota, with about two-thirds of its 580 students enrolled in professional programs in the allied health sciences.

With a 1980 Bush Foundation planning grant, the administration and 49 full-time equivalent Mount Marty faculty began planning ways to extend faculty development activities. They were guided by one concern — the erosion of the liberal arts curriculum in the face of increasing professional pressures. Therefore, deliberations centered around revising the curriculum to increase the exposure of students to liberal arts studies and maintaining necessary standards in the professional program. A second area of discussion involved assessing the information, skills, and attitudes Mount Marty students should possess upon graduation. These discussions caused the faculty to consider retraining, revitalization and curriculum revision.

The initial Bush-funded grant supported a program of incentive grants to faculty for projects designed to increase communication between professional and liberal arts teachers and to stimulate interdisciplinary teaching. This program demonstrated the need and enthusiasm of the faculty for both revitalization and development. The program seemed to offer a reward system through recognition that served to re-excite the faculty about their work, and allowed them to diversify by designing new course offerings. A renewal of the Bush-funded faculty development grant supports a modified but similar program. The new program includes three different kinds of activities: a "Faculty as Curriculum" Center; a "Faculty as Curriculum" Exchange; and "Faculty as Curriculum" Mini-Grants.

GOALS

1. To provide a resources center for all project activities.
2. To acquaint faculty with new curricula or faculty development approaches and promote inter-disciplinary understanding.
3. Curriculum revision.

STRATEGIES

"Faculty As Curriculum" Center

The "Faculty as Curriculum" center is supported by the Bush-funded faculty development grant and by the college. The services of the Center include (1) resource materials for curricular design and change, including sample syllabi, curricular guides, evaluation tools, catalogs, etc. (2) a telephone consulting service including a bibliography of consultants, (3) facilities and materials for workshops, seminars, and meetings on curriculum design, (4) facilities and materials for orientation of old and new faculty members to the faculty development program, and (5) educational tools for use by all faculty, including a video-cassette recorder and a monitor/receiver, a dual disc driven Apple 2E microcomputer and letter quality printer, as well as applicable software.

"Faculty As Curriculum" Exchange

During the initial year of Bush-funded faculty development a "Faculty Exchange Consulting Network," was created. It now consists of three full-time faculty members selected by the coordinator and trained in new curricula and faculty development methods. Their new methodology is shared with other faculty members either on a one-to-one consulting basis or through small workshops. The administration of the College provides the equivalent of one full course release time for the consultants to work through the FAC Center.

The three "Exchange" positions include a "FAC" Exchange Member for Computer Assisted Instruction, Improvement of Instruction, and Interdisciplinary Course Design and Implementation. Computer Assisted Instruction: This exchange member provides information and acts as a consultant for Computer Assisted Instruction (CAI) in a variety of disciplines. A resource file of available software is also collected and maintained by the CAI Exchange Member. Improvement of Instruction: The faculty member holding this position directs information about teaching models and observation techniques to help identify and clarify problems in teaching. The exchange member may serve as an unbiased observer available to aid in the improvement of teaching. Inter-

disciplinary Course Design and Implementation: This exchange member is knowledgeable about curriculum planning and implementation and is familiar with additional human resources within the community and region. This member also acts as a consultant for the improvement of interdisciplinary courses and maintains a human resources file to help faculty create interdisciplinary or general design courses.

"Faculty As Curriculum" Mini-Grants

Individual faculty members, or teams of two or more faculty members annually receive release time grants or mini-grants up to $2,500 each to train in interdisciplinary areas, develop new courses or interim programs, change a present course, or design a new curriculum.

PEOPLE

James R. Bowers, Associate Professor of Biology: "FAC" Coordinator (605-688-1516, Mount Marty College, 1100 West Eighth, Yankton, SD 57078).

Mr. Bowers works with Mount Marty faculty directly through the FAC Center to keep faculty informed of curricular changes, activities and material in the FAC Center, to schedule workshops and seminars, to select grant recipients, and to perform general administrative tasks. He works with faculty who are developing, implementing, or evaluating grant proposals, grants, programs, courses, interims, or units of study and maintains a collection of resources related to curriculum evaluation. In addition to these duties, the coordinator is responsible for generating faculty enthusiasm and participation in the program.

North Dakota State University

Faculty Development Benefits Both Sutdents and Faculty

Located in Fargo, North Dakota, North Dakota State University is a land grant university enrolling 9,200 students. Its 550 full and part-time faculty members are organized into eight colleges: Agriculture, Engineering and Architecture, Home Economics, Humanities and Social Sciences, Education, Pharmacy, Science and Mathematics, and University Studies and Business. NDSU has developed, with the support of two Bush Foundation Grants, a University-wide Faculty Development Institute dedicated to the improvement of teaching. The Institute offers assessment, seminars and counseling for faculty in the areas of teaching and advising and operates a grant program for faculty projects dealing with the improvement of student learning.

GOALS

The purpose of the program is to provide professional development activities to improve the teaching and advising skills of the faculty with the ultimate goal being the improvement of faculty morale and student learning. A secondary goal is to make the University programs more attractive to students, thus reducing the proportion of students who drop out before completing their degrees.

STRATEGIES

NDSU's Faculty Development program consists of six kinds of activities which operate under the following principles: the institute's programs are available University-wide; the guiding objective for all programs is the improvement of student learning; faculty participation is voluntary and not related to promotion or salary decisions; the Institute is governed by the faculty with support from administrative personnel.

The six kinds of activities offered by the Institute include:

1. **Instructional Assessment and Counseling** Program coordinators, elected by faculty in each of six colleges and trained in instructional assessment and counseling, assist individual faculty who seek to improve their teaching. Bush funds pay decreasing portions of the costs of replacement faculty to cover one-half of the coordinator's teaching assignments. The coordinators provide individual counseling and peer assessment of classroom performance, organize seminars on teaching, student development and advising, and encourage faculty to apply for small grants to improve teaching or to develop new courses.
2. **Students and Student Development** The Office of Student Affairs develops materials and plans seminars to improve faculty understanding of students and learning. The program coordinators promote these seminars within their own colleges. Coodinators and Office of Student Affairs staff will be trained during the second year of the grant period to initiate research activities on student development at NDSU.
3. **Student Advising** Coordinators and Office of Student Affairs staff will be trained in developing and implementing different models for advising students.
4. **Faculty Colleague Groups** Groups of faculty within and across disciplines are organized to explore problems in student cognitive development, to develop new courses, or to explore a common research interest.
5. **Faculty Development Grants** Grants for a maximum of $2,500 (individual projects), $3,000 (individual projects conducted while on developmental leave), $5,000 (group projects), and $7,000 (departmental projects) are awarded to faculty for proposals which further their own professional development while continually leading to the improvement of student learning (a proposal must specify how this improvement will be assessed). Grants could be used, for example, for summer study tuition, curriculum review and revision, library material, consultants, or visiting scholars. The Faculty Development Institute's Central Governance Committee allocates these funds among qualifying grant proposals.
6. **Continuing Program Development** The Institute's Central Committee continues to seek new ways and new activities to encourage and support faculty development at NDSU.

PEOPLE

Johannes Vazulik (701-237-8848, College of Humanities and Social Sciences, Minard 320, North Dakota State University, Fargo, ND 58105) chairs the Central Governance Committee which manages the Faculty Development Institute. The Central Program Committee is composed of seven faculty coordinators representing each college: Robert Harrold, Agriculture; James Glass, Engineering and Architecture; Jennette Dittmant, Home Economics; Education; Muriel Vincent, Pharmacy; Fred Haring, Science and Mathematics; Doug Peterson, University Studies and Business. Other members of Central Governance Committee include: Robert Sullivan, Director of Special Projects and Administrative Coordinators, and Wanda Grindeland, Coordinator for Student Affairs.

Saint John's University

Faculty as Teachers, Community, and Individuals

Founded in 1865 under charter from the territorial legislature, Saint John's University is a private, liberal arts university governed and operated by the Benedictine monastic community of Saint John's Abbey in Collegeville, Minnesota. Seventeen hundred men are enrolled in its undergraduate college, and about one hundred men and women in its Graduate School of Theology. Its faculty consists of both Benedictine and lay teachers with unusually strong academic backgrounds.

GOALS

A survey of faculty members at Saint John's University conducted in 1984 suggested that the most pressing needs teachers felt in relation to their professional development were:

1. Time to revise their courses, to pursue their scholarship, to think about their disciplines, to talk to their colleagues, to explore fields beyond their own expertise.
2. The opportunity to define and act on their particular needs (as distinct from the institution's needs).
3. The opportunity to work with and learn from their colleagues within the University, and to cooperate more fully on issues of common interest.

Addressing these concerns would, faculty members argued, make them better teachers. Professional development replenishes the energy, enthusiasm, and vitality of a teaching faculty. The act of creating and carrying out an individually designed faculty development project can send a teacher back into the classroom better prepared, more confident, more intellectually challenged, and more committed to teaching. A group project can re-establish ties and connections with colleagues.

The Bush Foundation agreed to fund a two-year faculty development project at Saint John's University that responds to these needs and tries to set up the structure and the environment in which faculty members — individually or in groups — define their particular professional needs and design development projects that will meet those needs.

The overall project aims at six goals: 1) completion of high quality projects; 2) more positive attitudes of faculty members to the value of teaching; 3) enhance faculty vitality; 4) enhanced collegiality; 5) improvements in pedagogy and classroom methodology; 6) increased university attention to and support of faculty development.

STRATEGIES

Two times during each of the two grant years (the 1985-1986 and 1986-1987 academic years), the SJUS Committee on Faculty Development and Research invites applications for projects in four categories and allocates a specified percentage of funding for each of the categories:

Group teaching (40%)
Individual teaching (20%)
Group scholarly/creative (25%)
Individual scholarly/creative projects (15%)

In addition, the University publishes annually *Symposium: A Saint John's Faculty Journal* that contains work written by members of the faculty and is distributed throughout the institution.

The committee on Faculty Development and Research has so far made about 30 awards. They include grants to study French feminism; to develop a new literature course in critical theory; to support a biology study group; to run a teaching workshop on how mathematics teachers can cope with math anxiety among students; the composition of a piece of music and the preparation of its performance by a faculty chamber group; to retrain an economist in economic history; to redesign the team taught first year honors course; to evaluate and improve teaching in the Schools of Theology.

PEOPLE

Annette Atkins, Director of Faculty Development, History Department, Saint John's University, Collegeville, MN 56321. (612) 363-2138.

Ms. Atkins is an ex officio member of the Committee on Faculty Development and Research.

Saint Mary's College

Meeting Individual Needs in the Educational Setting

Founded in 1912 by the second bishop of Winona and administered since 1933 by the Christian Brothers, an international Catholic teaching congregation, Saint Mary's College is primarily an undergraduate, residential, coeducational, Catholic, liberal arts college in southeastern Minnesota. A majority of the college's 1,200 undergraduates come from Minnesota and Illinois.

Approximately 500 working adults are enrolled in the college's master's degree programs. Headquartered at the Graduate Center in Minneapolis, the program offers graduate degrees in human development, education, educational leadership, nurse anesthesia, human and health services administration, telecommunications, child and adolescent development, and counseling and psychological services.

Faculty development projects during the last decade normally emphasized a "top down" approach, that is, once the college deemed that a program was vital for the future growth of the institution, faculty members were hired or retrained to staff these programs. Saint Mary's College is now a strong and vibrant institution. From this position of strength, the college is working to supplement its past institutional efforts in faculty development.

The faculty development program at Saint Mary's College addresses individually articulated faculty development needs within a broader institutional setting. The entire three-year program is intended to expand individual teaching and learning horizons and skills for both faculty and students.

GOALS

1. To meet the individual growth needs of faculty within the institutional setting.
2. To expand teaching skills and learning horizons for faculty and students.

STRATEGIES

Faculty professional and enrichment activities research conducted at Saint Mary's College indicated the need for faculty development programs which allow paid time for teaching/research projects; exchange of research and ideas between faculty members and colleagues, and a mentor program for new faculty members.

Five Bush Foundation programs meet these needs:

Professional Assistance Program: allows for intrafaculty consulting to enhance teaching skills. An established faculty member is chosen as a mentor. Together activities or topics such as enhancing evaluative skills, lecturing, conducting small group discussions, etc. will be addressed. Faculty members may also travel to other college campuses to observe and learn new educational techniques. Stipends, travel fees and per diem expenses are provided for both individuals by a mini-grant.

Professional Research Program: allows faculty members to conduct individual research, to conduct research with students, and to organize and present symposia based on their research.

Visiting Lectures and Scholars Program: allows the college to supplement the Honors Program Lecture Series. Each scholar will visit the campus for two or three days, providing opportunities for contact with faculty and students. In addition to a formal lecture, the visiting scholar might also conduct classes, offer workshops and meet informally with faculty and students.

Sabbatical/Leave Supplement Program: allows the Dean to provide a modest supplement for individuals approved for sabbaticals or leaves. Funds will be used for extraordinary expenses (relocation and travel, attendance at a specialized conference etc.), but not as a salary substitute.

Curriculum Development Program: allows faculty members to develop, revise, and update their curricular offering and necessary ancillary student materials (e.g. workbooks, study guides and lab manuals). A mini-grant process is used to fund requests for curriculum development projects.

Faculty Support Network Activities

Faculty development questionnaires and research suggested that professionals living in a rural environment perceive a need for individual peer support and for organized, intellectual stimulation from outside the campus. Thus the Faculty Development Team has a discretionary fund to sponsor workshops, seminars, and cross disciplinary retreats, newsletters, appreciation receptions and recognition awards.

PEOPLE

Brother John Wozniak, F.S.C., Director, Bush/SMC Faculty Development Implementation Grant. Saint Mary's College, Winona, MN 55987. (507) 452-4430.

Dr. Robert Barry, Director of Career Development Program, Loyola University, Chicago, Ill., will serve as the external evaluator/consultant for the project.

Sinte Gleska College

Strengthening Faculty Involvement, Interaction and Instructional Skills

Sinte Gleska College is a tribally chartered, community based institution of higher learning located on the Rosebud Sioux Reservation in south central South Dakota. The College enrolls 500 students and has 25 full time faculty.

With funding from the Bush Foundation in 1983 for planning, the faculty completed a needs assessment and attended meetings to identify faculty development concerns, and strategies to address these concerns. In 1984, Sinte Gleska received a grant to implement a faculty development program designed to increase faculty involvement, interaction and instructional skills.

GOALS AND STRATEGIES

1. To increase faculty participation in research, study and curriculum development.
   a. Faculty members conducting research are eligible for grants of up to $1,200 for summer or academic year research.
   b. Full semester leave grants are available to support academic study for one semester. Additional funds are available to hire temporary replacement faculty.
   c. Faculty members who are revising, or developing courses, curriculum or degree requirements, or programs are eligible for summer or academic year grants.
2. To improve teaching at Sinte Gleska College.
   a. Several workshops are conducted throughout the year by outside consultants or college personnel covering topics related to improvement of instruction. Additional workshops are held throughout the year covering other areas of interest to the faculty.
   b. Reference materials relevant to faculty development are purchased and located in a special display area in the library.
   c. Stipends are available to faculty members enrolling in Lakota Studies classes to cover the cost of books and related expenses. These classes increase faculty awareness of the philosophy and cultural values of the Lakota Sioux students.
   d. Grants are available to faculty members attending workshops and/or seminars, or to consult with faculty members from colleges for purposes of instructional improvement, research or curriculum development.
3. To increase communication and interaction among the faculty.
   a. Faculty luncheons are planned throughout the year and provide an opportunity for faculty to share research projects, teaching innovations and success and information on their Bush sponsored ideas and to evaluate the faculty development program and to recognize faculty members for special accomplishments.

PEOPLE

Regina Leonard Andrews, Business Department, Sinte Gleska College, Box 8, Mission, South Dakota 57555. (605) 856-2314.

Ms. Andrews coordinates the Faculty Development Program with the advice and assistance of the Faculty Development Committee: Sherly Klein, Human Services Department; Beth Windsor, General Studies Department; Dr. Archie Beauvais, Education Department; Doris Leader Charge, Lakota Studies Department; Grace Meek, Study Skills. Cheryl Crazy Bull serves as a non-voting representative of the administration.

Sioux Falls College

Facilitating Wellness of Body, Mind, and Spirit

Sioux Falls College is a private, coeducational, liberal arts college affiliated with the American Baptist Church. Its 39 full-time and 15 part-time faculty serve 767 students from primarily agricultural backgrounds in the upper Midwest, whose families are of low to middle income range. The College offers programs in the arts, sciences, and the professions. It is committed to the development of mature Christian individuals.

The College seeks to facilitate the personal effectiveness of its graduates in their family, church, community, career and global citizenship roles. The educational mission is to develop intellectual maturity, value commitments, interpersonal skills, and wellness of body, mind and spirit within a community of faith and learning.

The environment surrounding higher education in Sioux Falls is changing to serve non-traditional age students, budgetary declines and reduced teaching mobility. As the college reviewed its instructional program and philosophy, one way of impacting student attitudes and learning was to improve the quality of teaching. Supported by a 1983 Bush Foundation planning grant, a faculty committee, with consultant assistance, identified the major faculty development needs through student and faculty questionnaires, interviews, and forums. A five year program of faculty development was devised to address those needs. The program emphasizes a holistic approach toward the modification of the learning experience with a recognition of intellectual development as being contextual of whole person development. The purpose of the faculty development program is to increase the expertise of the faculty in the preparation and delivery of developmental instructional materials and to encourage the implementation of appropriate curricular revisions.

GOALS

The Faculty Development Program establishes a core group of faculty who have expertise and practical experience in the construction and most effective application of cognitive development courseware.

STRATEGIES

During the first three years of the program approximately one-third of the full-time teaching faculty will participate. This core group will immediately impact a significant number of students and function as role models and resource consultants for other faculty. Research funded by faculty stipends must contribute to the faculty's professional growth and must benefit Sioux Falls College curricular goals. With each stipend, the faculty member is expectd to share the knowledge and experience gained with the Sioux Falls College community.

The five year program, beginning in the 1984-1985 academic year is directed by the Cognitive Development Coordinating Committee (CDCC). It is the responsibility of this committee to implement and direct all phases of the faculty development program as the following prescribe:

- Survey the Faculty — gathering and publishing summaries of cognitive development activities
- Present an introductory workshop (The ADAPT Workshop — University of Nebraska Lincoln)
- Engage a consultant to work with the CDCC
- Survey students on current level of cognitive development
- Construct a more comprehensive model of cognitive development for Sioux Falls College
- Conduct a faculty wellness assessment
- Arrange wellness services and workshops
- Recruit computing Special Interest Group coordinators
- Conduct computer education inservice sessions and workshops
- Establish and publish criteria for course development proposals
- Solicit cognitive development proposals and grant stipends
- Expand participation in the CDCC Advisory Group
- Plan and execute workshops sponsored by core faculty
- Conduct a student cognitive development assessment at the end of the 3rd year
- Solicit and receive course development proposals for 4th and 5th years of the program
- Arrange release time for faculty (one per year) for course development
- Conduct a 3rd year assessment of student cognitive development at the end of the 5th year

Approximately at the end of the 3rd year of the program, the faculty as a whole will participate in a cognitive development workshop led by members of the on-campus core faculty. This workshop will serve to highlight the local curriculum development. Components of the workshop will include:

1. A review of the student cognitive development issue and the local model.
2. A description of programs at other institutions as compared to the local experience.
3. A detailed discussion of techniques for the development of curricular materials.
4. Descriptions and evaluation of the course development/curriculum design proposals developed by the core faculty and which are in operation at the college.
5. Detailed classroom implementation techniques as applied in Sioux Falls College courses.
6. Individual consultation of the core faculty with other faculty with the intent of initiating additional curriculum design projects.

PEOPLE

William J. Soeffing, Instructor of Biology: Project Director/Faculty Computer Education Coordinator, Sioux Falls College, Sioux Falls, SD 57101. (605) 331-6778.

Lyman C. Lewis, Professor of Chemistry: Cognitive Development Coordinator, Sioux Falls College, Sioux Falls, SD 57101. (605) 331-6761.

Pat Fondness, Wellness Coordinator, Health/Student Services, Sioux Falls College, Sioux Falls, SD 57101. (605) 331-6749.

Dennis Tanner, Vice President for Academic Affairs: Administrative Representative — ex officio, Sioux Falls College, Sioux Falls, SD 57101. (605) 331-6702.

Assisting the CDCC members is an advisory council: Keith Anderson, religion; Sharon Cool, psychology; Owen Halleen, President of Sioux Falls College; Beth Jernberg, education; Wally Klawiter, mathematics/physics; Paul Knecht, education; Bradley Lear, education; Hsi-Chiu Liu, mathematics/computer science; Randy Maddox, religion and Kirby Wilcoxson, sociology.

Standing Rock College

Integrating Native American Culture and Improving Teaching Methods

Standing Rock College is located on the Standing Rock Sioux Indian Reservation in Fort Yates, North Dakota. SRC is a two-year college, which enrolls 250 students and employs 15 full-time faculty members. SRC offers an Associate Degree and also provides vocational training in Criminal Justice, Farm and Ranch, Human Services, Marketing and Office Systems.

Under a 1985 Bush Foundation planning grant, students, faculty, and administration were asked to comment on the needs of Standing Rock College. The survey indicated more Native American cultural materials should be used in classroom instruction. The survey also indicated the faculty's need to be made aware of new or improved methods of instruction, and to implement those methods most appropriate for Standing Rock College.

GOALS

1. Further the integration of Native American cultural materials into the curriculum.
2. Improve teaching methods by increasing the awareness and practice of new or improved methods of instruction appropriate for Standing Rock College.

STRATEGIES

1. Create a professional library in faculty development to provide resources for faculty development.
2. Present five faculty discussion lunches per school year, where local faculty or community leaders would present topics of professional interest.
3. Two major faculty development workshops per school year are held led by local, regional or national speakers.
4. A two-day faculty retreat with the faculty of another institution focusing on professional topics of common concern.
5. Individual (faculty) activities include promoting research projects, attending conferences/ workshops in various localities and the promotion of formal education.

PEOPLE

The Faculty Development Committee: Provides the major impetus for faculty development activities.

Levi Krein, Chairman, Faculty Development Committee, Standing Rock College, Box 450, Fort Yates, ND 58538. (701) 854-3861.

State University of North Dakota System

Developing Faculty, Students and Curriculum

State University of North Dakota — Dickinson, State University of North Dakota — Mayville, State University of North Dakota — Minot, and State University of North Dakota — Valley City, comprise the State University of North Dakota system. They range in enrollment from 700 to 2,800 and in faculty from 49 to 136. All four State Universities emphasize undergraduate education, although Minot offers several master's degrees in education.

The Bush Foundation provided faculty development funds for the four colleges beginning in 1982 and from 1982 through the current grant, which extends through 1988. An inter-campus faculty development committee oversees the program with administrative assistance from the office of the State Board of Higher Education.

Faculty on all four campuses participated in planning faculty development activities. Their representatives met to identify themes shared among the campuses. They developed a single proposal for the four colleges for 1982-1983. The Bush Foundation extended support for the activities identified in the first year to a second grant for 1983-86 and a third, terminal grant for 1986-88.

GOALS

1. To improve student learning.
2. To initiate faculty development activities to improve teaching and advising skills.
3. To provide information and support for faculty development at the participating institutions.

STRATEGIES

1. Faculty committees on each campus award small faculty grants for course development or improvement, professional knowledge improvement, instructional skills and technology development, understanding students and assessing learning, and other purposes that meet the objective of improving student learning.
2. Curriculum evaluation and development activities focus on selected programs at each campus each year. The local faculty committee select a limited number of programs for review. Each program faculty conducts a self-study, which is provided to an outside consultant prior to a site visit. The consultant's report provides the basis for program modifications.
3. The writing project involves faculty from all disciplines on all campuses in the teaching of writing, following the model of the Minnesota Writing Project. Coordinating team members from each campus received training in writing development and sponsored workshops and support services for faculty on their home campuses. The aim of this activity is to improve student writing skills in all areas of the curriculum.

PEOPLE

Dr. Leland Dayley, Faculty Coordinator (701-227-2011, State University of North Dakota — Dickinson, Dickinson, ND 58601).

Mrs. Lila Hauge, Faculty Coordinator (701-786-2307, State University of North Dakota — Mayville, Mayville, ND 58257.

Dr. Eric Clausen, Faculty Coordinator (701-857-7220, State University of North Dakota — Minot, Minot, ND 58701).

Dr. Claude Burrows, Faculty Coordinator (701-845-7200, State University of North Dakota — Valley City, Valley City, ND 58072).

Dr. Ellen Chaffee, Associate Commissioner for Academic Affairs (701-224-2960, Board of Higher Education, State Capitol Building, 10th Floor, Bismarck, ND 58505).

University of Mary

Faculty Development Program

The University of Mary, in Bismarck, North Dakota, enrolls approximately 1,200 students in graduate and undergraduate programs. Begun with a 1983 Bush Foundation grant, the activities described below are now supported by institutional dollars. Formal faculty development activities are concentrated in the following areas, (1) improvement of teaching skills, (2) distinguished lecturer series, (3) individual professional development, and (4) faculty evaluation.

GOALS

To improve teaching effectiveness and enhance the professional development of the faculty.

STRATEGIES

1. A group of faculty voluntarily meet to discuss ways to improve their teaching. Faculty present the findings of their research on a topic and demonstrate teaching techniques that work for them. The current focus of the group is teaching critical thinking skills.
2. A second aspect of the faculty development program is improvement of teaching through the use of video recording class sessions. A teacher consultant is available to meet with the instructor to review the recording. During this session, strengths and weaknesses are identified and plans made to bring about improvement. This process can be repeated as many times as desired.
3. Each year the faculty gathers in the fall and spring for workshops. A distinguished educator is invited to each of these. The varied topics addressed are intended to enhance the professional perspective of the participants.
4. Junior and senior faculty members often have differing professional development needs. The faculty development program at University of Mary addresses the faculty's need to continue their own personal professional development while still concentrating on teaching effectiveness. Activities are designed to benefit both groups of faculty. To develop a greater repertoire of professional skills, junior faculty attend national and regional conferences in their disciplines, participate in workshops and secure leaves of absence for pursuing additional professional training.

   More experienced faculty members are faced with the need to keep aware of recent developments in their particular fields. Activities designed to aid senior faculty with this include participation in advanced workshops, travel to conferences held by learned academic societies, and courses taken at regional centers of higher education.
5. A faculty evaluation system is used to improve teaching. The results are also used in promotion and retention decisions. Faculty complete self evaluations using the results of student evaluations of their classes. Division chairpersons use the self and student evaluations as a basis for their review of faculty performance. Finally, the Vice President for Academic Affairs evaluates and conducts an individual conference with each teacher. The process results in the recognition of each faculty member's accomplishments and the identification of areas needing improvement.

PEOPLE

Thomas P. Johnson, Vice President for Academic Affairs: University of Mary, 7500 University Drive, Bismarck, ND 58501.

Faculty Development Committee: A standing committee of the University of Mary Teaching Faculty Organization which directs the activities of the Center for Faculty Development.

University of Minnesota

Sabbaticals for Undergraduate Education

With its main campus in the Twin Cities, the University of Minnesota employs 3,000 faculty and enrolls 52,000 students, 45,000 of these students are undergraduates. The Bush-funded faculty development program at the University focuses on the improvement of undergraduate education. Begun in 1981-82 with a grant from the Bush Foundation Faculty Development Program, the Bush Sabbatical Program is now supported entirely by University funding. It is competitive work designed to encourage scholarly or creative work that will make a definite and visible contribution to undergraduate education at the University. Sabbatical activities supported by past awards have resulted in the development of new and restructured courses and curricula, new laboratory experiments and course materials, and the exploration of new majors. Twenty-two faculty have been funded for 1986-87.

GOALS

1. To provide supplementary sabbatical income for mid-career faculty who seek to integrate their research, scholarly or creative work with the undergraduate teaching mission of the University.
2. To provide support to those faculty whose work will result in significant benefits for the University's undergraduate programs, the individual scholar, and for whom the benefits would otherwise be difficult or even impossible to attain.

STRATEGIES

Tenured faculty members who hold a full-time regular appointment and who are eligible for a regular university sabbatical furlough may apply for sabbatical support for three continuous academic quarters under the Bush Sabbatical Program. Priority is given to faculty who have held tenure for less than 20 years. Women and members of minority groups are especially encouraged to apply.

The Bush Program supports faculty who teach undergraduates as a part of their normal responsibilities, or who will teach undergraduates as a result of a shift in their professional development or departmental planning.

The Bush program supports $9,000 or 30 percent of each recipient's regular academic year salary for the year in which the sabbatical is taken, whichever is greater. The combination of the University Sabbatical Furlough salary (50 percent), Bush supplement and other salary support may not exceed a full-time salary. The supplement is provided during the academic year and excludes summer support. Travel support of up to $2,000 is also available through the Bush Program.

In order to ensure that projects funded by Bush Sabbatical supplements affect the university's undergraduate programs in a significant and positive way, proposals are reviewed first within each college or campus. All are forwarded to the Office of Educational Development Programs for review by the Bush Sabbatical Selection Committee, an all-University faculty panel representing different colleges, campuses, and academic disciplines. The committees' recommendations are submitted for approval to the Assistant Vice President for Academic Affairs.

While individual applications will differ in regard to the types of activities proposed for the sabbatical, all will be judged on the following criteria:

1. The quality of the proposed project. The extent to which the project successfully integrates research, scholarship, or creative activity and undergraduate education.
2. Evidence that an award will make a direct and significant contribution to the applicant's professional development as well as to the University's undergraduate programs. Evidence should show that without Bush support these efforts would be difficult or even impossible.
3. The strength of the research, scholarly or creative component of the proposal. This includes evidence that the project is well-focused and at a stage that allows it to be completed during the sabbatical leave, but not that it is at so advanced a stage that for all intents and purposes the project is already done.
4. Where such resources exist, evidence should show that the applicant is seeking funding from outside agencies that might support the project.

5. The applicant's record for productive use of past leaves, educational development grants, and research grants from University and non-University sources.

6. The coherence of the applicant's plans with the undergraduate teaching mission of the department and college of which s/he is a member.

PEOPLE

Lesley Cafarelli, Director of Educational Development Programs, 422 Walter Library, Minneapolis, MN 55455. (612) 625-0088.

University of Minnesota Duluth

Supporting Faculty Development: Maximizing Teaching and Learning

The University of Minnesota, Duluth is a coordinate campus of the University of Minnesota. Founded as a normal school and teacher's college, UMD is now a liberal arts college enrolling 7,500 students. UMD features the College of Liberal Arts, Science and Engineering, the School of Fine Arts, Business and Economics and a two-year medical school.

GOAL

This faculty development project is intended to assist faculty to reach their own teaching goals and to maximize the teaching and learning process.

STRATEGIES

UMD through its Supportive Services Program has developed an Instructional Development Service for faculty and other academic staff who wish to examine course goals and objectives, to evaluate personal instructional styles and learn about teaching methods used to meet stated goals, to explore alternative instructional processes, and to be effective by adapting to student needs. The Instructional Development Service provides two forms of faculty development assistance: Information Dissemination and Individualized Consultation.

Information Dissemination consists of collecting and distributing materials, information, ideas and concerns about college level teaching to the University's faculty. A quarterly newsletter focuses on teaching. The topics are determined by faculty interest. Included in the newsletter are articles, book reviews, reports about the Instructional Development Service, articles on innovative teaching methods used at UMD, and information on workshops and conferences related to teaching.

Each quarter the Instructional Development Service sponsors lectures and workshops. Topics presented are suggested by the faculty. Departments or special interest groups may request a speaker or workshop. Both on and off campus presenters are used.

Library resources are also supported by the Instructional Development Service. Funds are available for purchasing books, articles, films, and other library resources related to teaching. Faculty may request specific teaching materials or information on a topic.

The Service offers assistance for selecting texts, writing tests, preparing course materials (e.g. syllabi, course outlines, study guides for students), presenting oral and written instructions and assigning written work.

Individualized Consultation may include observing and evaluating the instructor's delivery, group process, discussion, lecture format, etc. The teacher may be evaluated using video-tape, audio-tape charting, and/or written and oral feedback from the observer and/or students. The consulting process assists faculty in identifying skills and competencies expected of indivudal students in a particular course or discipline and/or helping instructors identify techniques and approaches appropriate for their discipline and methods to convey information to students. A specific contract is negotiated between the faculty and consultant to establish a course of action for the consultation process.

The Instructional Development Service does not participate in any administrative evaluation of an instructor or any decisions concerning promotion, tenure or merit.

PEOPLE

Robert E. Franz, Jr., Acting Associate Vice Chancellor for Academic Administration, University of Minnesota Duluth, 420 Darland Administration Building, Duluth, MN 58812. (218) 726-7103.

Robert Flager, Consultant, Instructional Development Service, Library 138, University of Minnesota, Duluth, 58812. (218) 726-8723.

Linda Hilsen, Consultant, Instructional Development Service, Library 138, University of Minnesota, Duluth, Duluth, MN 55812. (218) 726-7515.

University of North Dakota

A Balance Between Teaching and Research

The University of North Dakota, in Grand Forks, North Dakota, is the largest educational institution in the Dakotas, enrolling 11,000 students and employing 400 full-time and 215 part-time faculty members. In 1979, a task force appointed by the Vice President for Academic Affairs studied the faculty development needs of the University and recommended the creation of an Office of Instructional Development to complement the existing Office of Research and Program Development. The task force also proposed new resources of financial assistance and people to support the continuing development of the UND faculty as teachers thus improving the quality of undergraduate instruction at the University. These recommendations formed the basis of a request for funds to the Bush Foundation in 1980 and again in 1983.

GOALS AND STRATEGIES

The UND program of instructional and faculty development has been organized around a single objective: To provide resources for the professional development of UND faculty members as college teachers. An Office of Instructional Development, staffed by a director and a secretary, has coordinated and administered activities designed to accomplish this objective.

Three kinds of activities have been pursued: direct service, funding, and advocacy. In addition, faculty development activities which involve both instructional development and research development have been started.

Direct Service: The Office of Instructional Development has provided direct service to faculty and staff members through materials, consultation, and assistance in instructional development projects. The Office serves as a source of materials related to college teaching, such as synopses of research and practice, articles and monographs, audio and video tapes. The Office also provides a central, formalized source of consultation for faculty and staff regarding teaching, i.e. course design, instructional strategies, and testing procedures. Consultation is provided by the Director and other UND faculty members. In addition to this individual consultation, the Office sponsors workshops and seminars.

As a third kind of direct service, the Office assists in instructional development projects. This service goes beyond consultation and involves actually "rolling up sleeves" to work with faculty and staff members in developing approaches to instruction.

Funding: The Bush grant and an increasing amount of University funds support faculty development projects through three related funding programs: Instructional Development Grants, Instructional Development Contracts, and Instructional Development Leave Supplements.

Instructional Development Grants are awarded by the Faculty Instructional Development Committee, a University Senate committee consisting of six members elected by the Senate, the Office of Instructional Development Director, and the VPAA. Twice each year the Committee calls for proposals from individuals and groups who seek to improve courses, methods and professional skills related to teaching. In addition to the grants, the Committee awards each year a small number of summer instructional development professorships that allows full-time work at particular instructional development projects in the summer.

Instructional Development Contracts are an institutional initiative in instructional development, and are supported by a separate fund. The Instructional Development Director identifies strategies for instructional development, enlists faculty and staff participation, and supports these strategies with the Contracts fund. The following list reflects the kinds of strategies which have been significant on the campus: development of new instructional materials, interdisciplinary colloquia, individual professional development, department review and planning, department curriculum projects, and college level faculty development programs. A number of these projects have been jointly funded with the Office of Research and Program Development, college deans and departments, or other administrative units.

Instructional Development Leave Supplements support the already existing developmental leave program at UND. For faculty members whose leave projects focus on research or writing, external grants or contracts can usually be obtained to support their activities. But for those who want to pursue instructional development work, little outside support exists. The Instructional Development Leave Supplements program was created to assist these faculty members. Since 1980, 59 faculty members have received support as they used their leaves to improve their subject knowledge and skills, develop significantly new instructional strategies, or to achieve refreshment in their work as college teachers.

Advocacy: The Office of Instructional Development Director is asked to be a spokesperson for instrutional development at the University. Specifically, this means: 1) giving advice to the Vice President for Academic Affairs and other major administrators and faculty committees on issues related to instructional development; 2) increasing opportunities and rewards for instructional development; 3) strengthening existing instructional development-related services; and 4) seeking additional resources for instructional development.

Faculty Development: The proposal to the Bush foundation, which created the Instructional Development program, also sketched an approach to faculty development concerned with the overall professional development of UND faculty members in all their roles — teacher, scholar, university and public servant. Central to the functioning of this program is the University Faculty Development Committee. Most important in the work of the Committee are its attempts to pinpoint the meaning of faculty development at UND, to stimulate continuing discussions about faculty work and the University's support of it, and to guide faculty members' thinking about their responsibility for their own professional development and that of their colleagues.

Together, the University Faculty Development Committee, the Office of Instructional Development and the Faculty Instructional Development Committee, the Office of Research and Program Development and the Faculty Research Committee, and the Vice President for Academic Affairs' Office have developed a posture which attempts to provide the faculty with opportunities and direct services that support the whole range of professional and institutional concerns and objectives.

PEOPLE

Robert E. Young, Director, Office of Instructional Development, University of North Dakota, Grand Forks, ND 58202. (701) 777-3325.

Dr. Young administers the program, with advice and assistance from the Faculty Instructional Development Committee, the University Faculty Development Committee and the Vice President for Academic Affairs.

The University of South Dakota

Faculty Development to Meet Diverse Needs

The University of South Dakota has throughout its history aimed at fostering excellence in undergraduate instruction. In 1983 with the aid of a Bush Foundation planning grant, the University designed a faculty development program having as its goal the improvement of undergraduate learning. Special concerns at USD include the diversity of its mission, small size, and rural location. To meet these needs the faculty development program provided mini-grants to individual faculty members, symposia featuring visiting scholars, and release time for curricular revision. The program was supported by a three-year grant from the Bush Foundation. The 1986-1988 program retained many elements of the original proposal, but increased emphasis on institutional faculty development.

GOALS

1. To foster excellence in undergraduate instruction and learning.
2. To support individual and institutional activities which provide faculty with opportunities for enrichment and rejuvenation, and with new knowledge or skills which can be transferred to other faculty members and undergraduate students.

STRATEGIES

1. **Educational Experience Grants** ($100 to $5000) focusing on rejuvenation of faculty by providing enrichment opportunities substantially affecting undergraduate teaching through attendance at workshops and short courses; participation in exchange programs with other colleges and universities, businesses, industry, foundations, or government agencies.
2. **Research Grants** ($100 to $5000) having direct and demonstrable ties between proposed scholarship and actual teaching obligations which clearly establish the expectation of demonstrable results in improving undergraduate teaching and learning. Activities may involve the funded participation of undergraduates.
3. **Institutional Faculty Grants for Curricular Development** Up to ($20,000 per year) proposing significant reorganization of the undergraduate curriculum of a particular discipline or department, or the initiation of new curricular programs.
4. **Institutional Faculty Instructional Development Grants** (up to $20,000 per year) proposing significant reorganization of the undergraduate curriculum of a particular discipline or department, or the initiation of new curricular programs.
5. **Symposia Grants** (up to $10,000). One or more symposia linked to the improvement of undergraduate education and of interest to a substantial portion of the University community will be funded each year.

Proposal Solicitation

Proposals are accepted three times each year:

October 15 (deadline for proposals pertaining to the spring semester)

January 15 (deadline for proposals involving summer activity)

March 15 (deadline for proposals pertaining to the fall semester)

Program Administration

A **Committee of Trustees**, consisting of seven elected faculty members actively engaged in undergraduate education (one each from the four Divisions of the College of Arts and Science, the School of Business, the School of Education, and the College of Fine Arts) maintains guidelines and procedures for the preparation and submission of proposals, evaluates and oversees the implementation of projects, and receives and reviews final reports prepared by the grantees upon completion of individual projects.

A **Project Evaluator**, appointed by the Project Director serves as the University liaison to the Bush Foundation and retains responsibility for overall project management.

A **Project Director**, serves as the University liaison to the Bush Foundation and retains responsibility for overall project management.

PEOPLE

Dr. Galen P. Hadley, Vice President for Academic Affairs, 101 Robert L. Slagle Hall, University of South Dakota, Vermillion, SD 57069. (605) 677-5643.